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.

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General Information

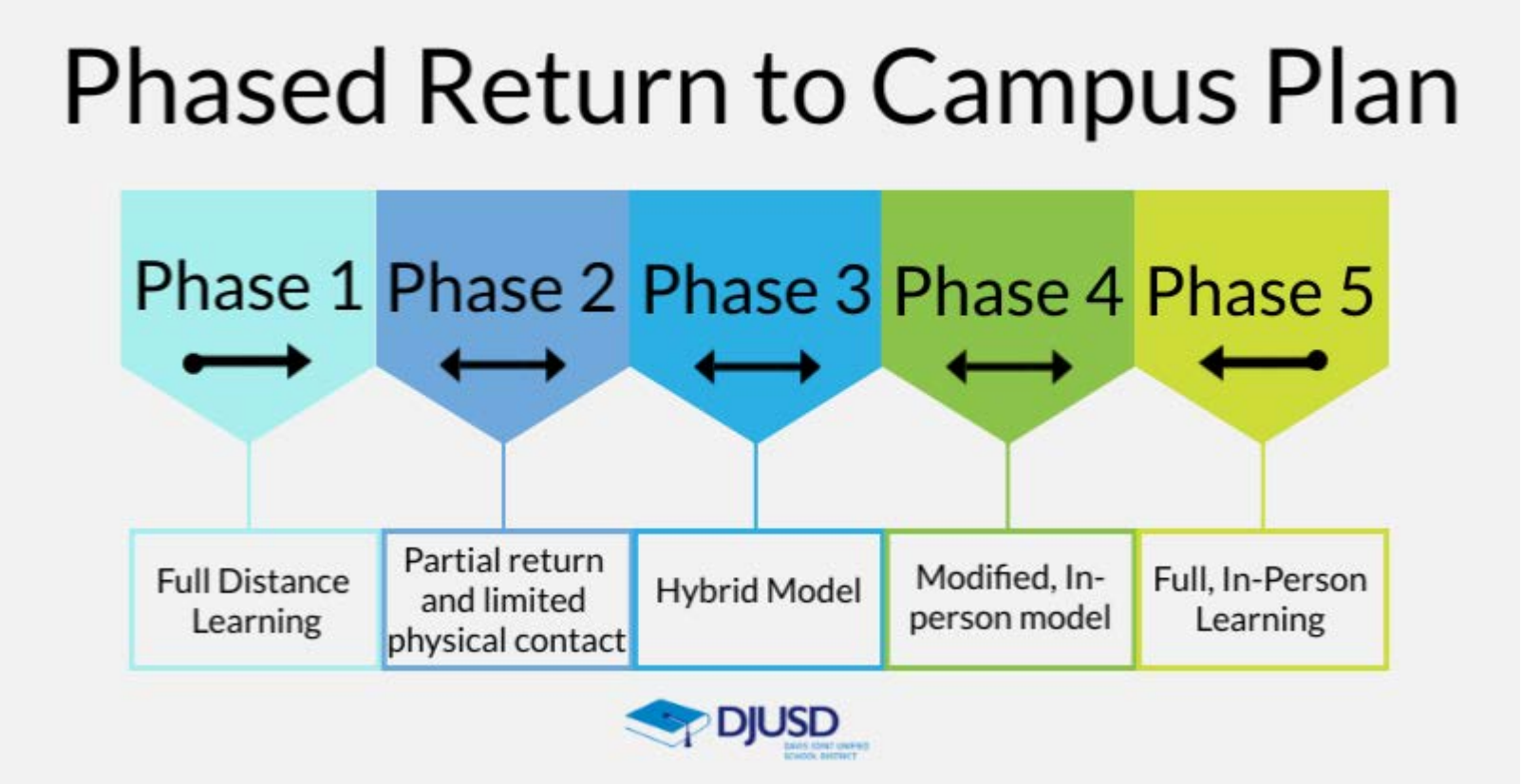
[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

DJUSD closed schools on March 13, 2020, which included the Da Vinci Charter Academy Junior High (DVJH) and Da Vinci High School (DVHS) sites, and immediately initiated a multi-phased approach for Distance Learning. You can see a full timeline of Spring and Summer by visiting our DJUSD COVID-19 Timeline.

Phase 1 included an optional Supplemental Learning at Home resource that was shared on the DJUSD District website, linked to the Da Vinci Charter Academy (DVCA) website, shared through direct email communication to families. Da Vinci Charter Academy staff partnered with DJUSD staff to create the content and resources for the optional Phase 1 of Distance Learning. Simultaneously, staff action teams composed of DVCA and DJUSD staff, were created to mobilize Chromebooks and hotspots, design professional development modules for

Distance Learning, and create digital support resources for District stakeholders. Phase II began on April 13 with District-wide expectations for minimum and maximum minutes of live virtual instruction, independent work, and open office hours for support. Staff spent the first week of Phase II re-engage learners and then worked to ensure continuity of learning from when schools were closed. Curriculum mapping was implemented to focus on essential course standards. A Pass/No Pass grading model was adopted for Distance Learning, which continues through the end of the school year on June 11th, 2020.

Over the summer of 2020, Action Teams composed of DVCA and DJUSD staff were formed. These teams consisted of over 200 educators who gathered to develop recommendations and training modules in preparation of Fall Restart 2020. By late July, DJUSD and DVCA had committed to utilizing a five-phase Return to Campus Plan that aligned with the health and safety guidelines.



DJUSD and DVCA are launching the 2020-21 school year in Phase 1, a 100% Full Distant Learning model. In partnership between DVCA and DJUSD, training modules, designed by action teams, were provided for asynchronous participation, live facilitation in mid-August, and supported by additional compensation for staff. Modules included:

1) LMS Overview and Implementation: Canvas
2) Structures for Instruction
3) Social Emotional Learning
4) Access and Equity
5) Engagement, Feedback, and Assessment
6) Health and Safety.

The DJUSD and DVCA websites host a Restart DJUSD website that houses critical information for the 2020-21 school year including student and family-facing tutorials for Canvas & Zoom and frequently asked questions about instructions, health and safety, technology expectations and more. In addition, DJUSD digitally published on August 15 a Reopening Guide for Families that was subsequently mailed to all DVCA student households and sent electronically.

Stakeholder Engagement

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

Over spring and summer DVCA stakeholders participated in four DJUSD-wide surveys that solicited input from parents and staff. These surveys offered data to understand the needs for improving upon the emergency distance learning experienced during the Spring 2019-20 school year in preparation for the 2020-21 school year. Participation in surveys was significantly higher than typical surveys given by DVCA or DJUSD in past years, which is in itself an indicator that stakeholders were accessing opportunities for feedback and had valuable input for improvement. DJUSD and DVCA Administration reviewed those survey results as well as supplementary emails sent to the DJUSD Restart email address and directly to DVCA Administration in an effort to identify themes, discover expertise and resources within the community, and to develop a prioritized list of what areas to address for improvement.

Part of that outreach work has also been to prioritize early contact with DVCA students and families who did not engage consistently with teachers or with classwork during the spring of 2020. These engagement efforts included connecting with students and families proactively to make sure DVCA understands and provides appropriate support early; whether this was translation, technical support, information, or introductions to key staff.

DVCA Administration held ongoing meetings with stakeholder groups to provide input on learning continuity and engagement. The DVCA Advisory Board, consisting of DVCA staff, students, parents and DJUSD district office personnel, was convened twice during the summer, on July 1st and August 19th. DVCA Administration shared updates on summer developments and gathered additional feedback. DVCA Administration also held bi-weekly meetings over the summer with the President of the DVCA Boosters, a school-connected parent advocacy and support organization. DVCA Administration also held a full staff meeting on August 10th to discuss updates and identify needs. Additionally, two DVCA staff committees met routinely over the summer to manage key technological shifts, including the transition of account domains and the transition to a new LMS. In addition, the Career Technical Education (CTE) grant manager met frequently with CTE

instructors to discuss and address the technology, equipment, and other needs of students and instructors in CTE pathways. Finally, the DVCA Administration and the DVCA Boosters held a school-wide Parent and Welcome Information Night on August 24th via Zoom to share key information and address parent/guardian questions in preparation for the launch of the school year. This process is iterative and continues to inform planning.

DJUSD has benefitted from a close and ongoing collaboration with its association partners, Davis Teachers Association (DTA) and California School Employees Association (CSEA). DVCA staff are members of those labor groups and, as such, DVCA has been able to move more effectively as an organization because of that partnership and commitment to solidarity in serving students and families.

Prior to the first day of school DJUSD began its Superintendent's Advisories. These advisories include parents, certificated, classified, DELAC, DTAC, climate, Native American Parent Committee, special education, and student representatives from DJUSD and DVCA. At the forthcoming District Advisory Meeting DJUSD will bring a synthesis of the Site Learning Continuity Plans, including the DVCA plan, for review and feedback.

To support DJUSD and DVCA migrant students, DJUSD staff are making direct contact with families at the Davis Migrant Center to ensure that they receive all of the pertinent information related to starting the year in a Distance Learning format. This includes the distribution of new and updated WIFI hotspots and Chromebooks to any new students. This also includes one-on-one conversations with families about how to meet each student's needs for resources and instruction.

This work also extends to DJUSD and DVCA English learners not living in the Davis Migrant Center. All English Learner staff will closely monitor student and family engagement in Distance Learning, paying particular attention to successes and areas of need in order to best connect students and families with the appropriate resources whether they are provided by government or community entities City, County, State, NGOs or by DJUSD.

The DJUSD District English Learner Advisory Committee (DELAC) will meet consistently during the 2020-21 school year to provide training for DELAC members so they may take information and tools to support students back to their individual school communities through their local school English Learner Advisory Committee (ELAC).

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

Prior to each Board of Education public meeting our hearing notice reads, "[t]he health, well-being, and public safety of community members, public officials, and employees is the top priority for DJUSD. Consistent with the Shelter in Place orders from the Governor and Yolo County, Board members and staff may participate in meetings via teleconference or otherwise electronically."

Board of Education meetings were held in compliance with the Governor's Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act. Likewise, in person attendance at the Board meeting will not be permitted. Our community was encouraged to submit public comment to boe@djusd.net and to include "Public Comment" in the subject line of the email.

All Board meetings, advisory meetings, public outreach meetings and more were held digitally and instructions for how to view or participate in virtual meetings and how to provide feedback were shared with community members through the District website.

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

Through surveys, DJUSD and DVCA learned that at least thirty percent of the community requested support with accessing a reliable wireless connection or device to use for instruction. DJUSD and DVCA also learned that through last spring DJUSD and DVCA were able to successfully increase access, but there was some decrease in student engagement. This was accompanied by an increase in stress, particularly from the demands of managing up to seven classes in a distance learning format. Surveys demonstrated that families and students wanted more direct instruction and live interactions, including peer-to-peer collaboration, and that families of students with disabilities desired a significant increase in contact, most expressing a desire for daily support. There was a positive response to the case management approach to supporting English Learners. Students and families also expressed that they benefited from opportunities that allowed for social-emotional learning and desired additional opportunities for this type of learning. Families also shared that many students were demonstrating more adaptability and resilience as well as more interest in pursuing their own areas of interest.

In the summer DJUSD Superintendent's Advisory meetings, community representatives and DJUSD and DVCA staff shared the survey data and discussed its implications on developing potential structures for the fall restart to school. The consensus from these advisories pointed to concerns around equity. Because conditions for learning can vary significantly within students' home environments, it was clearly harder to build relationships and sustain engagement. Advisories also revealed that the community believed that distance learning was the safest option to maintain the health of students, staff and families. However, it was also shown that community members believed that in-person instruction was the best format to create consistency and support for students, particularly for English Learners and students receiving Special Education services. The Advisory groups also believed that in person instruction promoted a higher level of engagement between students and between staff and students.

DJUSD and DVCA teachers and staff continue to share their input through DVCA site leadership, their association partners, and through the DJUSD restart email inbox. DVCA and DJUSD staff did also express a level of conflictedness between the safety provided by distance learning and their desire to be back in classes with students because of its efficacy in supporting learning. Additionally, DVCA staff expressed a desire for clarity for their work expectations, a need for time to collaborate among each other, professional development and guidance for grading and feedback mechanisms, the need for effective technological tools to support distance learning, and a desire for decisions to prioritize safety of students and staff.

In addition to the DJUSD Superintendent's Advisory meetings, the DVCA Advisory Board met on July 1 and August 19 to discuss the plans and structure for the 20-21 school year and obtain stakeholder feedback. A synthesis of feedback from the DVCA Advisory Board includes the following:

- More emphasis on Project-Based Learning in a distance learning format, with portable, hands-on resources provided to students in CTE pathway courses
- Strong desire for DVCA to provide social-emotional learning opportunities for students
- A daily and weekly schedule that supports equity and engagement for all students

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

- Increased live time and peer-to-peer interactions in all schedules
- Educational and other supports increased for all students who receive Special Education services
- Quarter Block Schedule to decrease stress of managing all classes simultaneously and increase ability for focused support
- Increased and systematized Social Emotional Learning (SEL) and Advisory periods
- Increased focus on engagement
- Improved feedback, grading, and attendance
- Structured time for general education, Special education, English Learner Specialists
- Canvas as a standardized Learning Management System used in grades 7 - 12 for information, communication, instructional content, and feedback.
- Improved technological tools for Project-Based Learning including Zoom breakout rooms for student collaboration and an integration of a multi-outcome assessment tool

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.]

To the greatest extent possible it is the intention of the DJUSD to provide in-person instruction whenever it is both safe and practicable. On July 17, Governor Newsom ordered that schools in counties on California's Monitoring List could not physically open for in-person instruction in the fall. Davis Joint Unified School District resides within the boundaries of Yolo County, which as of August 28, 2020, was still on

California's Monitoring List. On August 28th, Governor Newsom announced new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State's County Monitoring list. Currently, Yolo is in Tier 1 Purple Tier, which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new system, schools may begin to re-open for in-person instruction after the County has been in the Red Tier for 14 days. This is a new system and we will continue to work closely with Yolo County Public Health Department to learn more about the metrics and to make decisions about a phased return to campus when conditions are safe. At such a time as we are cleared to offer in-person instruction, we will align our practices with the most current state and local health guidance, utilizing such measures as providing staff with personal protective equipment (PPE), implementing social distancing guidelines, and increasing sanitation measures in occupied spaces. We look forward to the time that we can safely welcome our students back to campuses. For more information about county-wide reopening guidance, please reference the Yolo County Schools roadmap to Recovery Task force publication linked in the Restart DJUSD Reopening Guide for Families.

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

Description	Total Funds	Contributing
Acquisition of personal protective equipment.	150,000	No
Acquisition of additional sanitation supplies.	150,000	No

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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.]

When developing a Distance Learning schedule for DVCA, staff worked to maximize "live" instructional minutes to promote increased person-to-person virtual interaction and create opportunities for deeper learning experiences as much as possible. Additionally, the principles of equity, access, innovation, continuity, compatibility and efficacy were considered. The resulting schedule that is in place for the 2020-21 school year is the DVCA Secondary Block Schedule, which is a significant shift from the previous seven-period, quarter/semester schedule

used in previous years. This schedule also mirrors the secondary schedule being used across DJUSD secondary sites. The decision to use a quarter block system enables more frequent daily contact with students and a more manageable workload by allowing students to focus on three or four courses per quarter, as opposed to the traditional seven period day. This structure also allows for more independent student work time and opportunities for staff-led afternoon workshops and intervention and eases the demand on executive functioning and course tracking for students during distance learning. Finally, this structure also allows for designated Special Education and English Learner interventions during a protected afternoon time, ensuring continuity of services for those student groups.

The DVCA Secondary Quarter Block Schedule was developed to be compatible and provide continuity regardless of what "phase" or location instruction is taking place. When it is deemed safe to return to onsite instruction, this schedule will remain in place and DVCA secondary students will continue to benefit from an Advisory SEL period, the reduced load of 3 or 4 classes per quarter, afternoon sections for small group support and interventions, and protected afternoon time for special education students and English language learners.

Da Vinci worked with staff on this Learning Continuity Plan with special focus on the following core features:

Social Emotional Learning (SEL): Emphasis on SEL is being implemented in two primary ways at DVCA - through inclusion of CASEL signature practices in lesson design and through the implementation of a Advisory/SEL learning block. Teachers in all grades are designing lessons that include 3 CASEL Signature practices. These are: a welcoming inclusion activity, utilizing engaging strategies, and an optimistic closure. Advisory/SEL time block will occur in the late morning of Wednesday of each week. DVJH students will be grouped with approximately 25 same-grade peers and assigned to a DVJH teachers. DVCHS students will be grouped with approximately 25 mixed-grade peers and assigned to at DVHS teacher. Additionally, DVHS groups will have two Dino Pack Leaders embedded in their group who will stay connected with them throughout the year for mentorship and support. The purpose of this time block will be to address the following: create engagement for students; build social-emotional learning for student; build connection and peer relationships amongst students and staff; provide a forum for school-related information, announcements and demonstrations of student work; build community; provide interaction with DVCA Counselors for course planning and post-secondary planning. Specific lessons and activities for this block time are being co-developed by the following entities: DVCA Administration and counseling; DVCA Leadership Teachers; Student Dino Pack Leaders; and Student Associated Student Body (ASB) Officers.

Continuity: With the implementation of quarter blocks, attention is being paid to ensuring continuity, particularly in the "off quarter" classes. DVCA Staff continues to develop programs and strategies to provide maintenance of skills and mitigate learning loss. The DVCA World Language teacher is creating a Spanish Club for students to maintain language use. DVCA Math teachers are developing a bank of optional resources, organized by math courses, that students and families can access to review concepts. AP Course Teachers plan to hold test preparation and study sessions outside of the instructional day. DVCA Mariachi students and instructors have access to SmartMusic, a web-based platform for students to efficiently practice and work toward performances. Finally, DVCA Teachers are available to students in the afternoon instructional blocks to provide resources and extension activities for students and families that desire them.

Intervention: Interventions will be driven by site MTSS teams and their analysis of student needs, both academically and social emotionally. The master schedule was built to accommodate interventions once students are identified, which will allow them to move in and out of these supports based on MTSS data points. Additionally, staff will monitor attendance and engagement data to identify students who may benefit from differentiated instruction, more small group instruction or individual contact. Para educators will continue to push into classes and be

available to students through direction of Special Education case managers. Each class has a designated period in the afternoon for small group intervention for those who need additional instructional time or for those who need further skill development. It is also critical to note that collaboration time between general education teachers and special education staff has been systematized to promote shared lesson design, scaffolding, and assessments.

Extra Curricular: As school plans get underway, the DVCA community is already planning for ways to revise traditional events. Club Fairs will be held online at each site to promote engagement with existing clubs and to encourage development of new clubs. DVCA teachers have been encouraged to serve as club advisors. At both sites, student leadership groups such as the Associated Student Body Officers, WEB, and Dino Pack are planning community events for implementation during the Advisory/SEL blocks. The DVCA Boosters have set aside significant funding to promote extra curricular events such as guest speakers or entertainment that could be hosted online. Traditional events like Winter Feast and DV Day will still be held but plans are still in development.

Schedules and structures were created by summer Action Teams to accommodate a possible shift between "phases" of instruction ranging from full distance learning to a complete return to campus. The resulting DVCA Quarter Block Schedule follows SB 98 guidelines for daily, live interaction between teachers and peers, 240 instructional minutes for students in grades 4-12, and minimum live/synchronous instructional minutes per class period and per day.

Schedules articulate that core academic instruction happens in the morning, and reserves time in the afternoons for interventions, special education services, English learner support, small group instruction office hours and increased teacher collaboration. This will allow these services and interventions to continue throughout the phases of instruction. For more information about schedule design, visit the DJUSD Restart website and link to the Board of Education presentations for July 23, August 6 and August 18.

DJUSD's core academic curriculum provides digital resources and assessments. These resources include:

- Amplify Science
- College Preparatory Math (CPM)
- Lab Aids Science

Using Learning Continuity Funding, DJUSD is adding substantial digital curriculum resources, in addition to the adoption of Canvas, our new Learning Management System. Programs include:

- Lab Aids (grades 7-8)
- Edgenuity (K-12)
- Smart Music (4-12)

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.]

DVCA purchases and manages its own inventory of Chromebooks (at DVJH) and laptops (at DVHS). DVCA partners with DJUSD Instructional Technology to provide hotspots for Wi-Fi connectivity to any DVCA student needing access for Distance Learning. DVCA also

accommodates Bring Your Own Device (BYOD) for students and families that have those resources available. During DVCA's Materials Pick Up Events, students were provided with all of their course materials, including the option to check out a DVCA Chromebook or laptop. The DVCA IT Specialist works on a 12 month schedule and ensures that students have continual access. Families can contact the DVCA IT Specialist to troubleshoot issues or exchange their Chromebook or laptop if it is in disrepair. If a family is not able to pick up a Chromebook, laptop or hotspot, delivery to the home will be arranged. DVCA has also partnered with the DJUSD Technology Department and the Public Information Office to conduct outreach to families to ensure that all students have a device and reliable internet to engage in Distance Learning. Those offices assist as needed or route support tickets to the DVCA IT Specialist for follow up. DVCA has checked out 200 laptops, 200 Chromebooks and a small number of hotspots as of August 2020.

Specific to supporting students in CTE pathways, DVCA purchased 100 new Dell Precision laptops with specifications to support the SSD and DMA pathways and purchased Adobe Creative Cloud licenses for all students in CTE Pathways. Additionally, 100 Canon DSLR camera kits were purchased to provide necessary tools to students in the DMA pathway during distance learning.

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.]

During Distance Learning, teachers will continue to use assessments, both formative and summative, in alignment with their grade level and curriculum. Progress monitoring can be done through live instruction, assignment completion and assessments through Canvas. The DVCA Secondary Quarter Block schedule is designed to provide teachers with blocks of time designated for small group instruction where they can assess closely and lead intervention as needed.

DVCA has created a required daily/weekly agenda template for use in the Canvas LMS. DVCA teachers will post all content for a given week by Monday morning, allowing students and families to preview and plan accordingly. The DVCA Canvas agenda template specifies opening activities, in-class activities, closing activities and homework activities, with an approximate number of minutes allocated to each activity. DVCA teachers are required to designate at least half of each daily period to live instruction. Aequitas, the DVCA student information system (SIS), has been modified to track attendance as well as engagement and DVCA staff has received initial training in how to record and track that data. For example, DVCA teachers can record whether a student was "present" by marking them as "DL Present/Submitted Work" if the students participated through the Zoom class period, submitted a daily work assignment, or the teacher made contact through some other means. If a student did not meet any of these minimum thresholds for attendance, the student is marked as "DL Absent/No Work." DVCA teachers will also record engagement in Aequitas through a new engagement tool. For example, a teacher can record the method by which a student engaged, such as marking "live instruction," "work submitted" or "other support engagement." DVCA teachers can also record the duration of the engagement in minutes and comment on the effectiveness of the engagement.

Special Education staff, including teachers and service providers, will keep contact logs that will document time spent with each student and documentation of the work and goals met or being worked towards. For students with accommodations that involve extra time on

assignments and/or reductions of assignments, the Special Education teacher will collaborate with general education teachers to determine the time value of each pupil's work.

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.]

The day-to-day instruction and interaction of DVCA students with one another and with staff will characterize their learning experiences, relationships, and engagement during Distance Learning. As such, DJUSD and DVCA chose to invest heavily in the professional development and support of its staff as they developed plans for their courses and activities for their students. In June, DJUSD and DVCA held an orientation to fall planning; over 200 staff participated to offer expertise, input and paid time and, in some cases, volunteer time. DJUSD created six Action Teams and DVCA staff were widely represented and even held leadership roles on several of these Action Teams. Each Action Team took on the work of research, collaboration, planning, and design of professional development for colleagues across DVCA and DJUSD. The work went through multiple rounds of critique and revision and that professional development forms the foundation of this plan.

Starting in July of 2020, DVCA staff had access to six Professional Development Modules:

1. Canvas (use of LMS)
2. Structures and Instruction
3. Social Emotional Learning
4. Equity and Access
5. Engagement, Feedback, and Assessment
6. Health and Safety

Additionally, depending upon staff classification, staff were compensated for up to 40 work hours of time to work with colleagues on implementation plans for Distance Learning.

Specific to the DVCA Distance Learning format, three PD modules, developed by DJUSD and DVCA staff members, 1) Canvas, 2) Equity and Access and Engagement, and 3) Feedback, and Assessment will be available for training on an ongoing basis throughout the year; these will be facilitated in staff collaboration time and some sessions will be provided in an optional format. In addition, all DJUSD Instructional Coaches are participating in the Distance Learning Playbook Training, facilitated by the Yolo County Office of Education and their expertise is shared as they attend DVCA site-specific collaboration time. Through this work, these instructional coaches will learn from

DVCA staff and identify critical practices in order to facilitate professional development for DVCA and DJUSD in late fall and winter of 2020.

Specific school site staff training includes:

- DVCA Science teachers in grades 7 and 8 participated in training on new Science curriculum, specifically targeting strategies for Distance Learning.
- Four DVCA Staff members participated in training from Mindful Schools. Those staff members will support implementation of those practices for students and staff throughout the year.
- DVCA held a shortened version of its annual "Pregame" professional development on August 21st to receive training specific to the use of the DVCA Canvas Agenda and implementation of the multi-outcome assessment system and school-wide learning outcomes (SLOs) in Canvas.

In order to support students who receive Special Education services, site administrators and Special Education staff have been invited to participate in professional development offered through the Yolo County Office of Education at Yolo County Office of Education Professional Development. The professional development being offered was developed in cooperation of program administrators from each of the districts in the SELPA, including Davis Joint Unified School District.

Staff Roles and Responsibilities

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

- Nurses: provide COVID-19 symptoms training and support to staff; aids Yolo County Health Department in contact tracing and follow-up.
- Mental Health Collaborative: Multidisciplinary group of counselors, nurses, psychologists, therapists and crisis coordinators to identify, implement, and support mental health services for students.
- Campus Supervisors and Playground Aides are unable to perform job related duties and DVCA is working with CSEA to determine appropriate, revised assignments.
- One DVCA teacher has been designated as a Canvas Support person. This teacher received Canvas training from DJUSD Technology services and assists teachers with Canvas support.
- Administrative assistants across the District are providing frontline canvas support.

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.]

Students with Disabilities: Special Education teachers, in their role of case managers, will review each student's Individualized Education Plan (IEP) and determine the appropriate level of services and supports for each student during Distance Learning. The parents of those students will receive notice of the level of supports their child will receive during Distance Learning. In most cases, this communication describes one-on-one or small group meetings that will occur with the Special Education Case Manager in the afternoon Special Education/Support Services block of time each Monday, Tuesday, Thursday, and Friday. The protected collaboration time built into the DVCA Secondary Quarter Block Schedule allows general education and Special Education teachers and support staff to collaborate in the afternoons in order to support students in their general education classes. Special Education teachers and paraeducators have received role-specific training in Canvas from staff in the technology department, which will allow them to support students who receive Special Education services. Staff-requested supplies were ordered to support students in the Distance Learning environment. Document cameras are an example of the supplies being ordered and one document camera is being ordered for each teacher to help with instruction during Distance Learning. Speech and Language Pathologists requested, and will receive, the digital platform Presence Learning to make their digital services more effective. School Psychologists requested, and will receive, the digital platform Q-Interactive to make assessing students for Special Education services safer during Distance Learning.

English Learners: Having a relatively low population of English Learners, DVCA will continue to collaborate with the DJUSD English Learner Department and partner sites where DVCA students co-enroll such as Emerson Junior High and Davis Senior High School. Through a case management service delivery mode, DJUSD staff will identify strengths and needs in order to improve student and family experience with Distance Learning and support DVCA staff using English Learner (EL) Specialists to assist DVCA teachers in meeting the needs of its English Learner students and families.

The first order of priority is access and connectivity for Distance Learning, provided by DJUSD-assigned technology devices. Every student and family will receive a personal call from their EL Specialist case manager to ensure that the District-provided Chromebook and Wi-Fi devices are functional and students and families have adequate training and support to utilize them. Moreover, staff will also support families with accessing class schedules and courses through Canvas. DVCA Counselors will prioritize these students and families and make routine Zoom or phone meetings to check on their progress.

Additional support for families will be "front doorstep visits". This level of support will target students who have not engaged in Distance Learning within the first three days of the start of instruction and who staff have not been able to reach by phone or email. The DVCA and DJUSD goal and number one priority is 100% student participation in Distance Learning this fall and throughout the year. DVCA and DJUSD continue to make this a top priority and, in order to meet this goal, it is imperative that English Learner staff at all levels continue to grow professionally especially on how to address the complexities of the new teaching and learning reality.

Throughout the summer, many District English Learner Specialists have participated in District-, County- and State-sponsored professional development opportunities. These training sessions have allowed staff to develop common experiences, resources and strategies to best

support our English Learner students and families. Furthermore, the learning from this past summer has impacted planning and articulation, creating great synergy that will continue to improve English Learner students' and families' experiences with Distance Learning. In addition to professional development, the DVCA Quarter Block Schedule has added protected collaboration time into the daily and weekly schedule, which allows general education and EL Specialists and paraprofessionals to plan, articulate and align curriculum that supports designated and integrated ELD, as well as to plan appropriate supports and interventions.

Migrant Students: DVCA benefits from the services of the DJUSD EL Office to include the support of any Migrant Students. While none are currently enrolled at DVCA, The DJUSD plan for Migrant Students is detailed below.

There is overlap among our English Learner and migrant student populations. In fact, many of our migrant students are English Learners and receive the supports explained above. In addition, our migrant students received a six week intervention program (DJUSD Summer Scholar Program) this summer funded through an MOU with Butte County Region 2.

The impact of COVID and the transitory nature of our migrant population that results in interrupted schooling, warrants additional instruction and interventions. Our migrant students demonstrate significant academic gaps in language arts and math. To address these gaps, the Summer Scholar Program staff delivers targeted and differentiated instruction in reading, math and English language development. Students are grouped in K-1, 2-3 and 4-6 grade level classrooms. Within these clusters intensive interventions are delivered to each student in a small group setting based on level identified from reading and math assessment data.

Music instruction is also incorporated to increase student engagement and cultural enrichment opportunities. Students in Kindergarten through Grade 2 are engaged in various music, movement activities and relationship-building games through song. All students in Grade 3 through Grade 6 learn to play the violin and music theory. The music program is also a crucial component in building cultural awareness and appreciation of music.

As a result of this summer option, we have observed a large increase of 3rd-6th graders joining music and band during the regular school-year. Those who learn to play violin over the summer are also able to join the Mariachi Puente Youth Group. Furthermore, all lessons of study within the program are culturally relevant and responsive to the needs of our migrant students. The resources created and the literature covered are reflective and inclusive of students' cultures and experiences. In order to measure the effectiveness of this program pre and post assessments are conducted and analyzed at the conclusion of the program.

Students experiencing homelessness: Much of the work done to support our students experiencing homelessness is coordinated by the DJUSD full-time Foster/Homeless Liaison. Over this summer, Foster/Homeless Liaison has made phone calls to every family who qualified as Homeless/McKinney-Vento in 2019-20 to recertify them prior to the start of the school year. In this way, DJUSD secures resources and is able to discuss and address barriers to re-enrollment. Information from the Foster/Homeless Liaison is relayed to DVCA counseling so that they can prioritize and support in the same model as for DVCA English Learners.

Additionally, with the use of one-time grant of Education for Homeless Children and Youth (EHCY) funds from Yolo County Office of Education, the Liaison assessed school readiness needs and is providing qualifying families with back to school care packages including school supplies, headsets, white boards, backpacks and gift cards for groceries. In establishing relationships, building trust and providing

support and resources, DVCA and DJUSD are also able to address barriers to accessing technology and will assess the need for tutoring once the school year begins.

To sustain this support, the Liaison will send weekly emails and texts to assess ever-changing needs. One mechanism for support is in providing timely updates, sharing the DJUSD resource page for homeless families, and working in concert with Student Services and site staff. Additionally, as a social worker and counselor, this staff member is able to offer robust support via Zoom for students and families in need. Recognizing that all families and students experiencing homelessness may not be known, DVCA and DJUSD will continue to post flyers and brochures in the community for homeless families to have accessible information about resources and ways to contact the Liaison.

Foster students: The work done to support students in foster care is very similar in nature to that done for our homeless families and students. Collaboration between the DJUSD Prevention and Wellness Counselors and the DVCA Counseling team is ongoing and helps to identify the needs of these students. Additionally, DVCA counselors provide prioritized support in the same manner as English Learners and Homeless students.

Utilizing a targeted funding source, DVCA and DJUSD were able to provide back to school care packages including school supplies, headsets, white boards, backpacks and gift cards for groceries. In establishing relationships, building trust and providing support and resources, we are also able to address barriers to accessing technology and will assess the need for tutoring once the school year begins.

To sustain this support, the Liaison will send weekly emails and texts to assess ever-changing needs. One mechanism for support is in providing timely updates, sharing the DJUSD resource page for foster students, and working in concert with Student Support Services and site staff. Additionally, as a social worker and counselor, this staff member is able to offer robust support via Zoom for students and families in need.

Low Socio-Economic: The work done to identify Low Socio-Economic students and families is done prior to the first day of school and informs confidential conversations between families and counselors. DVCA uses supplemental funds and some grant funding to ensure that families have meals, access to mental health clinicians, school supplies, winter coats, etc. as needed. Meeting the fundamental needs of Low Socio-Economic students first allows them to access the DVCA instructional program.

It is also important to note that the DVCA counseling staff identifies unduplicated students, inclusive of low socio-economic students, and is responsible for monitoring the progress of each student in terms of attendance, engagement, connectedness, academic performance, and they must check in with staff as needed. This work ensures that while teachers are working to identify learning loss in students, the DVCA counseling team is explicitly reviewing learning and other metrics for success and wellness at school so the system is accountable for each student's success. These students receive regular one-on-one check in's and counseling staff reviews attendance, grades, etc. to monitor progress. Resources such as low-cost or free counseling and health services are discussed. Fee waivers and reductions are offered as available.

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

Description	Total Funds	Contributing
Professional Development - DVCA teaching and classified staff	$150,000	Yes
Dell laptops for DVCA High School Students	$75,000	Yes
Student curriculum - online licenses and subscriptions (i.e., Amplify) Student supplies and kits for sending home (Shared with DJUSD)	$575,084	Yes
Special Education supplies - document cameras & additional online curriculum resources to support staff/ students (Shared with DJUSD)	$80,000	No
Physical Health and Safety Measures- PPE, hand washing stations, cleaning and sanitizing supplies, new air filters for district	$25,000	Yes
Migrant Summer Scholar Program (MOU Partnership between DJUSD and Butte County Region 2) (Shared with DJUSD)	$43,962	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.]

DVCA staff will use formative assessments and more formal and systematized assessments in order to identify learning loss and respond appropriately. Specifically, DVCA English Language Arts Teachers will administer the Scholastic Reading Inventory (SRI) for grades 7, 9, and 10 to identify students who may benefit from reading support during the intervention periods scheduled for afternoons. District EL specialists will give initial EL assessments this fall and all English Learners Specialists will be working one-on-one with students to identify language loss and starting points for language learning.

The DVCA Quarter Block Schedule has designated periods for intervention and small group instruction; The DVCA staff will use its Wednesday afternoon collaboration time, structures established for RTI, the existing MTSS teams, and Academic Conferencing to identify students and interventions within their own context.

The learning status of students who receive special education services will be reviewed at grading periods when progress on goals is reported and when progress on goals is reviewed in their IEP meetings. The baselines established in each student's IEP will allow the case manager to if learning loss has occurred.

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.]

DVCA teachers and staff will use assessments already embedded in practice and curriculum to include foundational reading, language, and math. Teachers will rely heavily upon formative assessments during live instruction and small group instruction, a structure designed to allow teachers and students time for "just in time" formative assessment and intervention responses.

Students in the 7th, 9th, and 10th grades will take the SRI (Scholastic Reading Inventory) in the early stages of their English Language Arts courses, and staff will use data to design scaffolds for instruction and targeted strategies for students reading below grade level and struggling to access content. As mentioned, afternoon small group and intervention blocks are designated specifically for DVCA teachers to work with students once deficits and/or needs are determined. DVCA teachers will be responsible for inviting students to those intervention sessions or for assigned independent activities or tutorials to those students; consultation with DJUSD reading specialists, instructional coaches, para-educators, English Learner specialists, and potential volunteer tutors through UC Davis and a network of retired teachers will be made available for DVCA teachers.

DVCA has access to Edgenuity for science and math teachers. If students are behind in skills or concepts, Edgenuity can be assigned. This program provides lectures, reading, models, formative assessments, self assessment, and is also responsive; as students master content the instruction increases in complexity.

It is also important to note that counseling staff identifies unduplicated students and are responsible for monitoring progress of each student in terms of attendance, engagement, connectedness, academic performance, and they must check in with staff as needed. This work ensures that while teachers are working to identify learning loss in students, our counseling teams are explicitly reviewing learning and other metrics for success and wellness at school so our system is accountable for each student's success.

If learning loss is determined to have occurred for a student who receives Special Education services, the IEP team will review the plan and make changes as appropriate to support each student and to compensate for the learning loss.

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.]

Increased time for teacher collaboration will be dedicated to review student progress data using formative assessments. Grade level teams will work together, and with Special Education staff, and English Language Development staff, to adjust instruction and intervention to meet students' needs. Staff will continue to hold monthly MTSS meetings. Response to student progress, or need for more intervention, include:

- Flexible student grouping for differentiated instruction
- Targeted small group and individual student interventions in afternoon periods of schedule
- Targeted breakout support and scaffolds during live instruction using co-teaching models, para educator support, or volunteers.

Teaching staff can use tools such as the Scholastic Reading Inventory (SRI) this winter and spring to measure for progress in reading skills, the Mathematics Diagnostics Testing Project (MDTP) for math skills, and assessments within the adopted curriculum to measure progress.

For students receiving Special Education services, the effectiveness of the services and/or supports provided to address learning loss will be measured when progress toward goals is reviewed at grading periods when progress on goals are reported and in IEP meetings when progress on goals is reviewed. The baselines established in each student's IEP will allow the case manager to determine if the interventions provided to address the learning loss have been effective.

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

Description	Total Funds	Contributing
Power-up Summer School 2020 (Shared with DJUSD)	$261,500	No
Student curriculum - iReady, Imagine Learning, Edgenuity (Shared with DJUSD)	$187,694	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.]

Mental Health:
Grant Work: During the 2020-21 school year Yolo County was awarded a Mental Health Student Services Act (MHSSA) grant award. Through this grant, Davis Joint Unified will partner with Yolo County Office of Education and Yolo County Behavioral Health to set up systems and structures to offer mental health counseling to students through licensed mental health clinicians.

Mental Health Collaborative: In addition to the above partnership, this fall DJUSD is launching the DJUSD Mental Health Collaborative. This group will bring together professionals who support mental health within DJUSD. DJUSD and DVCA will collaborate, share best practices and break down the barriers that exist between departments, sites, entities and organizations. Through innovative approaches, DJUSD and DVCA hope to shift the systems, structures, policies and practices to better support mental health for staff, students and families. Distance Learning poses new concerns related to mental health that may have not previously been encountered and requires a more urgent need. As a result, the above groups will meet more frequently at the beginning of the year to develop and iterate approaches

DVCA Booster Grant: DVCA is fortunate to have a parent booster organization that supports the DVCA program in a variety of ways. Their support varies depending upon the needs in a given year. Historically, the Boosters have supported campaigns to fund technology or student activities. This year, in response to a variety of stakeholder feedback, the DVCA Boosters will be allocating $10,000 towards funding the services of a local MFT to support DVCA's neediest students. This program has been in place in a more limited capacity in previous years but this year's Booster grant allows for a more robust and expanded version. The DVCA Counseling Team will take the lead in determining which students and families.

Online Referral Form: In the Spring of 2019-20 School Year when Distance Learning began, DJUSD established an online referral system for DVCA families, students and staff to report students that needed additional mental health support. We will continue to employ this online referral form this year.

Securly: Newly adopted Securly is a cloud-based filtering system that flags any online searches or content added from student accounts. District and site administrators and counselors are immediately alerted to students with searches that might suggest they are in crisis or in need of mental health support.

Social Emotional Learning (SEL) and Well-Being

Designated SEL time within the school schedule: This year with the need to change the delivery and structure of school to better reach students, DVCA added a time slot for designated Social Emotional Learning for both Elementary and Secondary sites. During this time slot, students will receive direct SEL instruction from counselors and teachers at least once a month.

Direct and infused SEL instruction: Teachers and counselors will utilize both synchronous and asynchronous ways to address student needs, student mental health and wellness. These lessons will include Second Step Curriculum, Bullying Prevention and additional lessons aimed at mitigating the additional stress and trauma of COVID 19.

Mindfulness: This summer a team from DVCA went through Mindful Schools training. DVCA will decide how to incorporate mindfulness into the daily lessons and the newly designated SEL time each week.

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.]

The following protocol details the tiered monitoring and re-engagement strategies that will be used for students within DJUSD. We intend to use our trained interpreters and translators to assist as needed in student and family contact.

Attendance Interventions

Staff is asked to begin with kindness and a serious desire to ensure the well-being of and academic access for the student. The goal to help remove barriers to student engagement. The following strategies and processes are used for attendance and attendance interventions.
1. Teachers are strongly encouraged to call home when they notice a student absent from consecutive live sessions.
2. Attendance Clerks will review attendance records at the end of each week, and will attempt to contact home for any student who has been marked “DL Absent/No Work” for 3 or more days.
    a. This contact attempt and outcome will be documented in Q: Student Engagement as Wellness: Accessibility Check.
3. If Attendance Clerk cannot reach family and/or student continues to not participate, then referral is made to Counselor, who will initiate tiered interventions and supports.

Tiered Interventions -- Counselors will continue to document all contacts in Visits.

a. Attendance Clerk notifies Counselor about absences and contact attempts to date.
b. Counselor checks Student Engagement records and consults with Teacher(s) about student absences.
c. Attempt contact by phone, text, and email for all parent/guardian contacts listed. Counselors have Google Voice numbers to text with parent/guardians.

1. Document contact attempts in Q: Student Visits, including if a message is left, if text messages show “read” receipts, and if phone numbers or email addresses are out of service. Messages should ask that the parent/guardian contacts the school ASAP.
2. If no contact is made after 2 school days, repeat attempts to contact all working numbers and emails.

ii. If the student has siblings enrolled within the DJUSD, coordinate with other site(s) to investigate sibling attendance and opportunities to reach a parent/guardian. Another site may have updated contact information, or could pass on a message via an attending sibling.
iii. Call student’s emergency contacts, in order, and leave messages asking that they have the parent/guardian contact the school as soon as possible. State that you are calling because they are listed as an emergency contact for the non-attending student, and that although this is not an emergency, you need assistance in reaching the parent/guardian as soon as possible. Do not detail the reason for calling.
iv. If the above attempts to reach the parent/guardian are unsuccessful, contact the District Attendance team from Student Support Services, composed of Attendance Manager and Prevention and Wellness Manager, to discuss next steps.

1. Porch Visits
    a. “We Miss You” door hangers with information about technology, access, class meeting times, how to find login information, food distribution, and mental health contacts.

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.]

Meals have been provided at four sites each weekday since the school closures, including the week of spring break. DJUSD continues to serve approximately 800 meals each day, including DVCA students. During Phase 1 Distance Learning, DJUSD will continue to serve meals to students. Students/families may pick up lunch for the current day and breakfast for the following morning, at the four locations. Meal service will likely be modified or expanded as a transition back to in-person learning in our Phased Return to Campus Plan.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
5.44%%	Please see 2019-20 LCAP page and view Demonstration for Increased Services for Unduplicated Pupils

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.]

Many actions and services included in the DVCA 2019-20 LCAP continue to serve DVCA students even during Phase 1 Distance Learning. They are accessible school wide and are principally implemented in service of unduplicated students. DVCA is confident that secondary coursework that gives students strategies for engaging in the rigor of A-G coursework and access to a college going system promotes their engagement and capacity.

DVCA believes that if students feel safe, are able to negotiate relationships and their own conflicts, believe they belong and have foundation skills for reading and math, then they will thrive in the 21st century learning environments. As DVCA continues with the work of Multi-Tiered System of Supports (MTSS), it becomes increasingly clear that keeping students in the classrooms with the best first instruction that includes behavior, social emotional support, and academics is the most responsive and effective mechanism to improve opportunities and outcomes. As DVCA invests in the capacity of its educators, the experience of its students improves through the use of research-based practices and a focus on equitable access and outcomes.

This work is no less profound or necessary for our unduplicated students when thinking of Distance Learning. It becomes increasingly relevant to ensure that they have their health needs met, access to us, healthy relationships with staff and peers, and that our pedagogy and intervention strategies are intentional, culturally relevant, engaging, and targeted. Designing these structures and supports for DVCA unduplicated students is to the benefit of all.

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

DJUSD and DVCA have historically used all supplemental funds required and additional LCFF funds to support the actions and services for foster and homeless youth, English Learners, and low income students. The funds span investment in summer programming, extended school days, resources in the form of school supplies, meals, transportation, and the addition of targeted staff support to provide expertise, one on one services, high leverage pedagogy, and other services that increase access, improve school experience, provide mentorship and guidance, academic skill development and planning. This includes counseling, case management, and family supports.