

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
Desert Trails Preparatory Academy	Debra Tarver/CEO	Debbie.tarver@dtpacademy.com 760.530.7680

General Information

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

Desert Trails Preparatory Academy (DTPA) is a Tk-8 public charter school located in Adelanto, CA and authorized by San Bernardino County Board of Education in San Bernardino, CA. In July of 2013, Desert Trails Preparatory Academy opened its doors as an independent charter school and began educating over 500 scholars in grades Tk-6. Desert Trails Preparatory Academy was created when Desert Trails Elementary School was transformed into a charter school under California’s “Parent Trigger Law”. This came after members of the former elementary school’s School Site Council, Parent-Teacher Association and other important school committees had tried for years to address the academic and cultural problems at Desert Trails Elementary School, as the school was one of the lowest performing in the State of California. Desert Trails Preparatory Academy has made excellent strides six years later making excellent strides closing the achievement gap as scholars rank #1 in comparison to the District in Math and #3 in ELA. Desert Trails Preparatory Academy has also extended its program to eighth grade to ensure that scholars have a strong academic foundation as they enter high school.

The mission of Desert Trails Preparatory Academy is to provide scholars from diverse cultures and backgrounds with a classical education in a nurturing environment where scholars and parents alike feel safe, valued, and involved.

Our vision for Desert Trails Preparatory Academy is to equip all scholars, regardless of race, ethnicity, or economic status with the tools they need to be successful students throughout their lives.

We as a school take pride in a nurturing environment and having high expectations for all our scholars and the commitment we have made to our families. The teachers, staff and administration consistently take a daily interest in the scholars personal and academic achievements. Teachers work tirelessly and remain committed to provide lessons that engage, challenge, and benefit the individual needs of our scholars.

As this Learning Continuity and Attendance Plan replaces this years LCAP we are still committed to reaching our objectives and action plans as we have committed to achieve each year. We will continue to provide guidance and professional development to staff to continue to provide high quality instruction, whether in remote learning or in school learning, to meet the needs of all scholars.

When Desert Trails Preparatory closed its doors on March 13, 2020 due to the Covid-19 Pandemic, our school was already prepared with making sure all scholars had two weeks of work sent home that day. Teachers contacted all parents explaining what scholars needed to complete/how to complete the lessons. During the week of March 16th and during spring break which was March 23rd-27th, staff and administration worked daily to have the digital format up and running by March 30th. In this format teachers were able to integrate the curriculum we already utilized during in class instruction and setting up google classrooms, setting up websites as well as zoom. The school reached out to families to make sure they had devices to accommodate a distance learning format and made accommodations for those who did not have access. The school provided training for staff and instructional aides to utilize a remote learning format. Administration also had staff continue to complete weekly lesson plans with instruction they were providing to the scholars as well as a tracking system of scholars staying engaged with their lessons on a weekly basis.

During the summer break administration, our Student Support Team as well as some of our staff members did not take a break. We had daily meetings to ensure we were able to provide professional development to improve a distance learning format as we were seeing how things were changing day to day. We changed our calendar to begin the school year a little later so we could provide our staff with 3 weeks of professional development for distance learning, purchase additional chrome books, and digital curriculum so we could mitigate learning loss of our scholars. We had our student support team continue to work with scholars and families with counseling and support services as we knew this pandemic was taking a toll on many of our families and scholars SEL. Throughout the summer we had many surveys for families to complete and communicated frequently via one call, letters on our website and phone calls. We also offered our families access to school and community resources as well as providing the Grab and Go Meal every day.

As we move forward, Desert Trails Preparatory Academy continues to work with CDE, the county and the county health department for a safe reopening of our school.

Stakeholder Engagement

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

Desert Trails Preparatory Academy has continued through this covid-19 pandemic to gather input from our stakeholder groups. Prior to the learning continuity and attendance plan, Administration had already began working on stakeholder input to find ways to improve remote learning and working on a safe way to reopen our school. We have communicated through surveys, letters, phone calls, website, and meetings with our board, teachers, staff, food services, student support services, maintenance and families and scholars. The feedback has been used to develop our programs and to meet the needs of our scholars and provide services for our families as we develop this plan. With the feedback this has allowed us to improve our distance learning format, provide a hybrid model to reopen when it is safe, strengthen our SEL services, provide services and support for our students with disabilities, EL scholars, foster youth and family and community support services.

As we continue with the 2020-2021 school year Desert Trails Preparatory Academy will continue to have teachers to collect daily and weekly conferences with their scholars and parents/guardians. If additional support is needed teachers will share this with administration and student support services which allows us to provide additional services based on scholars and family needs.

Desert Trails Preparatory Academy will continue to maintain high quality instruction throughout the 2020-2021 school year with communication with all stakeholders in the following ways:

- Daily/Weekly on website and conferences with scholars and parents/guardians
- Monthly communication and surveys with parents/guardians
- Quarterly virtual conferences with parents/guardians
- Weekly staff meetings or letters
- Ongoing data driven assessments to monitor scholar growth and to mitigate learning loss

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

California Department of Education, July 2020

Due to the Covid-19 Pandemic all School Board Meetings has been held via zoom or telephonic contact. Stakeholders have been invited to participate by calling in to either listen in or provide public comment. The Learning Continuity and Attendance Plan will be presented in a public hearing on September 17, 2020 during the board meeting. The board meeting will be posted on the school's website and speakers may either call in or provide a comment card to speak. For families that needs translation for Spanish an interpreter will be provided. Once stakeholders have provided extra feedback the final draft will be submitted to the Board for final approval prior to a September 30th board meeting. The time and date will be posted on the website.

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

Throughout the summer and during the time school has opened for the 2020-2021 school year DTPA has sent out a variety of surveys.

75 percent of parents wanted to start the new school year in August opposed to July.

60 percent of parents wants to continue with distance learning.

35 percent of parents want to have their child attend school one day a week for half a day.

98 percent of parents want to continue to have their children attend Desert Trails Preparatory Academy

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

Desert Trails Preparatory Academy used stakeholder input to aid us in developing the schools reopening plan either by Distance Learning, In-Person Instruction, adding additional Mental Health and SEL services, and mitigating learning loss. This is the schools primary focus for the 2020-2021 school year. We purchased additional chromes so every scholar in Tk-8 as well as our instructional aides to help support scholars in distance learning. We provided extensive professional development for teachers, support staff. We have hired additional support in our Student Service Support Team due to the extra support scholars and families need. We purchased site Zoom license for the distance learning platform. We purchased extra materials for teachers and staff to have a home to make their office into a classroom setting so scholars would feel like they are in a traditional classroom. We also purchased additional online curriculum that supports our program as well as support any learning loss. Teachers collaborate weekly and have prepared pacing schedules based on priority standards, diagnostics to measure scholar learning loss and weekly lesson plans not only for whole class instruction but daily small group instruction with the help of paraprofessionals to meet the needs of scholars more efficiently.

When it is safe for scholars to return to campus Desert Trails Preparatory Academy number one priority will continue to meet each child's individual need both academically and social emotional.

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.]

Desert Trails Preparatory Academy began the 2020-2021 school year in Distance Learning and intend to begin In-Person instruction once it's able to do so by following the guidelines provided by the federal, state and local public health orders, executive orders and changes to the law and requirements for operation. DTPA will return to in In-Person instruction as soon we are able to safely comply with all guidance. Our governing board already approved a Health and Safety Policy for Covid-19, an Injury and Illness Prevention Plan as well as plans and policies for Wellness Checks, Temperature Screenings, Covid-19 testing and reporting, Response to Suspected or Confirmed Cases and Close Contact, Sanitizing/Hygiene Materials and Practices, Routine Cleanings and Disinfecting, Healthy Facility Measures, Physical Distancing, Use of Face Coverings and PPE, Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness, Maintaining Healthy Operations, and Protection of Higher Risk Employees. DTPA will have a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from the California Department of Public Health (CDPH) will be in place before we return.

Distance Learning will continue to be made available for scholars whose parents/guardians does not feel comfortable with their children returning to campus for health and safety reasons. When we re-open we will begin in a Hybrid Model. We will have small cohorts of scholars with assigned staff to monitor contact tracing. We will start with one day a week and move to two days a week and continue with distance learning the remaining days. Once we begin the Hybrid Model we will begin with Kinder and first grade and then add one grade level at a time until all have returned.

DTPA is in contact with the county and the County Health Department on a regular basis. Once we resume In-Person Instruction and a confirmed Covid-19 case occurs, DTPA will notify the Public Health Department and they will inform us of what level of closure will be required if any. We will follow the directions provided and reopen the classroom or school once allowed to do so. During the closure, distance learning will be provided to all affected scholars.

DTPA will continue to provide ongoing professional development to teachers and staff focused on addressing learning loss. All trainings will be researched based, diagnostic assessments, formative and summative assessments, essential standards, and small-group instruction will continue throughout the year. This allows DTPA to identify and target learning loss during school closures. Support will continue through individual and grade level needs. Administration will continue to monitor and adjust additional trainings and support services that are needed based on the data that is submitted monthly.

Our Student Support Service Team will continue to work with our SELPA and Administrators to work with our scholars and families with individualized needs. For the 2020-2021 school year DTPA will work with all scholars to reduce learning loss and provide a high-quality program to service all our scholars.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) and Health Equipment. DTPA will purchase face masks, shields, hand sanitizer, disinfectants, gloves, paper towels, Kleenex, thermometers, wipes disinfectant foggers, purifiers and plexiglass for the office and the classrooms. This will help prevent the spread of Covid-19 and other germs and viruses.	\$45,000	Y
Purifiers and filters for the classroom, MPR room and office. Signage for Covid-19 for social distancing, directional signs, handwashing signs, entry and exit signs, face coverings and healthy habits signs. Replacement costs for devices, curriculum and materials sent home with scholars. Professional Development for support staff to help meet the needs of EL and special needs scholars.	\$88,500	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.]

DTPA is committed to providing continuity of instruction to scholars during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, scholars, families, and staff has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. DTPA will provide a continuity of instruction to ensure all students have access to a full curriculum during the school year, while making changes based on stakeholder feedback and experience. DTPA will continue with the following, regardless of the method of delivery:

- Professional development based on teacher and staff needs
- Dedicated weekly time for professional development, staff meetings, and grade level collaboration
- Use of adopted, core curriculum for daily classroom lessons
- Student and parent Conferences (although virtual versus in-person) to review student progress and plan for appropriate intervention and progress monitoring
- Regular communication from both the site and classroom teachers regarding updates and resources for families
- Standards-based grade reporting
- School events to continue through virtual setting or in-person settings. Offering outreach and support through individualized services to students as needed (English Learner, foster and homeless youth, counseling, etc.)
- Providing accommodations, modifications, and services to scholars as appropriate through IEPs, 504s, and other student support services

- Technology support for families in need of access and/or devices
- Meal Program offered to all scholars
- Daily interaction between scholars and classroom teachers for the purpose of attendance and social-emotional check-in
- Daily dedicated, teacher-led synchronous instruction
- Use of consistent daily schedules for scholars (core subjects, specials, lunch, etc.)
- Incorporation of regular social-emotional lessons

The scholars use of and experience with technology, whether they are on campus or off campus, will ensure a smooth transition from one method of delivery to the next. To provide a continuity of learning across all instructional models, teachers have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from distance learning to in-person as needed.

To meet the needs of the students and families enrolled in DTPA's Special Education program, two instructional models will be offered to scholars: distance learning and in-person when it meets the needs of the scholar better. In-person instruction is the preferred instructional model for scholars with significant disabilities and the state has just approved for this model to be used in a small cohort setting as an option. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the scholar's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

Parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. Our parents need a lot of support during distance learning. To help parents understand the expectations the school has for them during distance learning, we held virtual orientation meetings and some in person so all parents were aware of the actions the parents can take to contribute to the distance learning program and the academic success of their child. For our Spanish-speaking families, DTPA will be offering parents translating whenever needed. We are aware of the families that need that extra support.

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.]

DTPA provided a survey for technology needs to parents/guardians prior to the 2020-2021 school year starting just as we had during the spring of 2019. Based on the results from the survey, DTPA decided to provide a chrome to every scholar in the school opposed to the one device provided to the families in the spring. The school has a technology specialist in case scholars and families need extra tech support. Teachers and staff have also produced how-to videos for scholars and parents to access if they have problems.

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.]

Classroom teachers provides a daily, virtual check-in time each morning for their scholars. This allows staff to take scholar attendance and discuss any scholar needs. In addition to this, teachers share a weekly and daily schedule with scholars and families that will outline synchronous and asynchronous lesson times as well as access information. Teachers also provide weekly lesson plans to administration prior to the beginning of each week. These schedules will outline the time scholars will need to complete activities and student work. This work will be turned in and evaluated/graded weekly. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by the teachers. Participation and time value of scholar work will be determined by the classroom teacher and notated in their lesson plans.

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.]

DTPA will provide ongoing professional development opportunities to school staff focused on research-based approaches for addressing unfinished learning, student engagement, social-emotional learning, addressing student trauma, and instructional technology, including virtual platforms, curriculum, and online assessments. These opportunities will be offered to meet individual needs since all our staff is in different places with these concepts. As in years past, teachers will also be offered professional development of their own choosing through online courses, conferences, webinars, books, etc., developed to target high quality instruction. Additionally, DTPA will provide weekly staff meetings and grade level collaboration with administration to allow for information sharing and discussion. The administration will continue to meet with individual grade levels weekly to ensure we are meeting staff needs as well. Our Student Support Service Team will also meet with grade levels and individual staff to provide additional services and trainings as needed.

Staff Roles and Responsibilities

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

The roles and responsibilities of our entire staff during this COVID-19 Pandemic changes not only weekly but daily. As this occurs, DTPA administration must ensure we are meeting the academic, social emotional, and health and safety needs of all our staff and scholars. Our administrative team works daily to make sure we collaborate with all staff so we can best serve the needs of all our scholars. This daily collaboration has shifted us from the traditional approach of seat-based instruction to one focused on providing high-quality instruction and supports that meet the unique needs of our scholars during distance learning. Now, more than ever, educators have become learners first and practitioners second. Additionally, while DTPA has always been aware of the need to address the social-emotional needs of staff and students, the COVID-19 pandemic has made this work even more critical. Many staff members as well as classified staff have taken on extra roles in helping with our school meal program, helping with the cleaning of the facility, helping as extra support with teachers and a variety of other things asked of them. Our staff works diligently daily putting in long hours even beyond their professional day to keep our scholars

engaged in this distance learning format. Our Student Support Service Team also works around the clock to ensure not only support for our families and scholars but for the entire school staff as well. DTPA staff goes above and beyond to make sure all needs are met.

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.]

Communication is paramount this school year. All persons involved will need to communicate as a team to make sure we assist all scholars with unique needs, including English Learners, Foster, and Homeless Youth. Throughout Distance Learning, DTPA classroom teachers will be in contact with all families via phone, email, or online meetings. If translation is needed for a family of an English Learner, it will be provided by a bilingual DTPA staff member. During these communications students' unique needs including access, accommodations, and supports will be discussed and/or provided. In addition, professional development for staff around online tools helpful f

or educational access will be provided as we see the different needs of our scholars and families. Our School Site Psychologist, Special Ed Director, Mental Health Counselor, and our Behavior Intervention Specialist will continue to provide support to our entire staff regarding these needs. DTPA's Foster-Youth Liaison, will also continue to reach out to all foster and homeless youth families to determine if additional supports are needed. In order to identify and meet the needs of existing low-income and newly qualifying families during school closures due to COVID-19, resources and information related to accessing food, shelter, and other basic needs will be regularly shared through phone calls, newsletters, and our website. When new families are identified, DTPA administration and staff will reach out to determine individual needs and provide appropriate support. Students receiving Special Education support will be provided with Prior Written Notice describing DTPA's plan to best serve and support their child through a virtual platform due to the COVID-19 pandemic. Scholars with IEPs will have access to their teacher's general education instruction through a virtual platform as well as appropriate accommodations and services through support providers as needed utilizing telephonic and digital communication. If an IEP amendment is warranted, one would be provided to families for review describing temporary changes to service as set forth in the last signed IEP. DTPA anticipates continuing with annual and triennial IEP meetings virtually to collaborate with families during school closure. Scholars with 504 Plans will be provided access to their teacher's general education instruction through a virtual platform as well as appropriate accommodations provided by the general education teacher and support providers as needed.

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

Description	Total Funds	Contributing
Ongoing professional development to meet the needs of all scholars during Distance Learning.	\$21,000	Y
Purchase 650 ne chromes for all scholars, 25 for the Student Service Support Team, and 6 for support staff. Replace 26 laptops for teachers and computers and printers for the office. Purchase Zoom license for lessons, attendance, and Student Service Support Team. Additional Instructional support personnel Technology technician	\$423,000	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.]

DTPA fully recognizes one of the most significant impacts of the emergency distance learning initiated in March 2020 due to Covid-19, will be the loss of learning, both in academic content and developmental skills. To address this loss, DTPA has committed itself to offer enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. DTPA will address ELA and Math using a variety of diagnostic assessments to determine learning loss and build on instruction that will bring scholars back to grade level or above grade level learning. We will continue to use our school wide assessment plan as used in prior years but will focus more of doing it more frequently. Math and ELA Diagnostics will be for grades TK-8 in August-September. Progress reports will be provided to scholars and families the last week of September and March. Report cards will be provided in December and May. ELA and Math curriculum tests will be provided every 4 weeks. CAASPP Interim assessments will begin in October and continue through March 2021. CAASPP summative assessment will be given in April 2021. Think UP, IXL, Envision Math and iReady assessments will be given on a continuous basis throughout the year.

The administration, teachers, staff, and the student support team will analyze all results regularly so we can continue to reduce any loss, reach our goals and objectives, and provide services needed for scholar success.

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.]

DTPA will provide professional development and coaching support for teachers and staff during the 2020-2021 school year with a focus on research-based strategies to address learning loss and accelerate learning progress. For example, creation of classroom structures and schedules that allow for small group instruction with whole class time focusing on major grade level standards. DTPA adopted curriculum will be used for all core subjects and formative assessments will be used to inform teachers' next steps and instructional design. In addition to core subjects, all classroom teachers will incorporate social-emotional learning and check-ins with their scholars to best meet the needs of students. Grade level and staff meetings will continue to be provided weekly, regardless of whether students are in-person or distance learning, to allow teachers to thoughtfully plan lessons, share ideas, and address both new and unfinished learning. For scholars who are English learners' teachers and support staff will continue to work with them on English Language Development during small group instruction, modeled lessons, and any opportunity to meet the individual needs of English Learners.

Students with IEPs and 504 plans will continue to be provided with access to their general education curriculum with accommodation and/or modifications through support providers based on individual needs. Regular collaboration between general education and special education staff allows for targeted support throughout the school day.

As additional needs arise, administration will continue to work with our Student Support Service Team, SELPA, and local agencies to provide additional support for low-income, foster, SPED and homeless youth.

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.]

DTPA teachers and instructional aides will have monthly meetings with administration to review student assessment data to determine student progress and develop intervention plans as needed. Progress monitoring takes place every 4 weeks to track RTI, response to intervention, to modify plans and student groups as needed. In this way, the effectiveness of services and supports can be measured and, when appropriate, scholars can be referred for additional tiered supports through the SST process and/or counseling/support services. In addition to these scheduled meetings, administration meets weekly to share what we are learning at our grade level meetings to review the data and look at ways to implement other supports for our scholars.

Ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a scholar may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our program and is designed to support student academic, social, and emotional success. The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral, and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the scholar and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement, or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference, or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from

instructional aides, the counselors, sped director, behavior intervention specialist or other outside agencies. Supports will be individualized to meet the needs of the student. Scholars with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the scholars IEP.

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

Description	Total Funds	Contributing
As DTPA continues through distance learning during Covid-19 we will continue to implement a variety of online assessments to monitor scholar’s academic needs. Teachers will give beginning of the year diagnostics in ELA and Math and continue monthly with summative and formative assessments to monitor student growth.	\$288,000	Y
Assessments will comprise of Think Up, IXL, iReady, ESGI, Envision Math and Footsteps2Brilliance. Ongoing professional development for distance learning.	\$25,000	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.]

DTPA will continue to provide a learning environment to help scholars understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships, and make responsible decisions. DTPA will utilize the Student Services Support Team as well as SELPA and their trainings to continue during the 2020-2021 school year to accomplish these goals.

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Student Service Support Team will provide ongoing training and support to all general education and specialized teaching and support staff on how to integrate self-care, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. DTPA looks forward to ongoing professional development and resources from our Students Service Support Team on trauma informed care, best practices to address student needs, and other pertinent resources concerning COVID-19 throughout the school year. This support will help classroom teachers implement lessons related to the social and emotional needs identified in their classroom.

Tier I – Universal Interventions

- Provide mental health and social emotional wellness trainings for teachers, paraprofessionals, and staff
- Student Services Support Team provide training to teachers and staff to create lessons related to mental, social, and emotional well-being
- Provide contacts and services for families to address social and emotional well-being
- Provide community and county support services to the families

Tier 11-Targeted Interventions

-Group interventions

-Counseling focused on targeted goals, i.e. anger management, grief and loss, healthy relationships, etc.

Tier 111-Intensive Interventions

-Individual counseling

-Risk and Safety Assessments

-Connection to SELPA and community supports

DTPA teachers will continue to utilize daily check-ins with scholars to assess participation and needs related to mental health. They will also complete a form for the Student Service Support Team to review daily if there are any major concerns that need to be addressed immediately. Teachers will continue to connect to families daily and weekly and if there is a problem with connecting, they will bring it to the administration, so we reach out to the families and scholars.

DTPA will also provide continuous support with our teachers and staff. Administration and our counselors will do weekly check-ins with staff to help encourage, support, and provide tips for self-care and strategies to support their scholars. We will also provide trainings to staff for self-wellness and prevent burnout, compassion fatigue and secondary traumatic stress. This will be ongoing throughout the school year.

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.]*

DTPA is prepared to ensure that scholars continue to receive excellent and equitable educational experiences. Chromes were provided to all scholars and communication with scholars and families increased via individual phone calls, one call, website announcements, emails, classroom communication tools, and Zoom meetings to keep scholars and families connected with the school. If scholars begin to demonstrate a lack of engagement and absences to begin to occur from Distance Learning, DTPA will provide the following strategies:

-The classroom teacher will communicate directly to the family by email, mail, and or phone to discuss barriers to access. Translation will be provided for second language families

-If the teacher is unable to reach out to the family, the office, and/or the Student Service Support Team will try to connect with the family. At this point if disengagement continues it will be explained that they are not meeting compulsory education requirements.

- Administration is made aware of scholar's disengagement. Attendance letters will be sent to parents based on Attendance Policy.

- Potential home visits or wellness checks should communication outreach be unsuccessful after multiple attempts or disengagement continues.

- Contact with outside agencies if warranted

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.]

During the 2019-2020 when DTPA transitioned to distance learning we began to provide meals to all scholars. During the summer DTPA began its Grab and Go lunch program for breakfast and lunch to any child ages 3-18 even if they did not attend our school. Since the state has provided a waiver for the Grab and Go meals to continue through the end of December we will continue to serve meals to any and all students ages 3 to 18 as they come to the school for meals.

If this is not extended in January 2021, we will begin our free and reduced process of serving meals to our scholars who attends DTPA.

All our meals are prepacked, and our food service workers adhere to social distancing practices, wear gloves and masks during preparation and food service delivery. We provide a no-contact, drive-up Grab and Go service daily from 12-2.

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

Section	Description	Total Funds	Contributing
School Nutrition	Signage, PPE, Plexiglass, and disinfecting supplies for the MPR room to mitigate Covid-19, viruses and germs.	\$60,000	Y
Staffing Needs	Hire additional custodial staffs for sanitation during food nutrition services.	\$60,000	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
32.35%	\$1,258,987

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.]

When addressing significant learning loss resulting from the COVID-19 pandemic, DTPA has and plans to continue to utilize the following intervention process. This universal process will take into consideration the needs of foster youth, English Learners, and low-income students first since DTPA has over an 87% unduplicated count rate of these populations. Most of DTPA's programs are offered school wide because of this reason.

DTPA will:

- Identify unfinished learning through diagnostic assessments for all students
- Allow collaboration and planning time weekly for teachers to develop plans and strategies to address unfinished learning for their scholars, with a focus on English Learners, foster youth, homeless youth, and low-income students
- Provide high quality first instruction for all students with scaffolds and small group instruction; including the support of the instructional aide
- Monitor student progress throughout seat-based and/or distance learning
- Continue to develop and adjust action plans as needed based on ongoing data collection and analysis

While this process will be applied to all DTPA scholars, staff recognizes that those most affected will likely be our English Learners, foster youth, and low-income scholars. Throughout the 2020-2021 school year teachers will continue to receive ongoing professional development to address student needs as well as access to the referral process for those scholars in need of Tier 11 and/or Tier 111 interventions outside of the classroom teacher, this way this scholars will receive timely and effective intervention to address the scholars learning loss.

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

DTPA has increased service to foster youth, English learners, and low-income students by providing direct student support by the classroom teacher, resident subs, instructional aides, and the student service support team. For DTPA, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. To operate a fully functional distance learning program, the distribution of devices was of paramount importance. DTPA provided chromes to every scholar in TK-8th grade. We also purchased new chromes for when scholars return to school for in person learning. When the school returns to in person instruction scholars will keep the chromes that were provided to them and be able to complete homework assignments, complete projects and other work assigned by the teachers.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. We have had a record number of parents join our virtual meetings.

Scholars having free access to Google Classroom, Zoom, Footsteps to Freedom, iReady, Think Up, Envision Math, and many other apps and subscriptions that teachers use that provides a wealth of lessons and assignment options, which benefit low-income and ELs by increasing their equity in access to online learning. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Teachers can respond to scholars needs quickly and send student participation data directly to the parents.

For English learners, daily interactions are where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. Teachers are creating opportunities for safe, positive online interactions between scholars and teachers in smaller settings for scholars to practice through real interaction with peers.