

Learning Continuity and Attendance Plan 2020-2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter Preparatory School #2	Karen Smith, Principal	(818) 897-1187, Ext. 1001 KSmith@DiscoveryPrep.org

General Information

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

How has the LCP been informed by the impacts experienced?

Discovery Charter Preparatory School #2 (Discovery Prep) shares a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators, parents, and students involved in the school programs. Teachers immediately created training sessions for colleagues who needed support in navigating a Distance Learning format. This new style of accessing learning was a significant shift, not only for students, but for parents and teachers responded to this change by providing all students with a device and internet to allow for distance learning. Discovery Prep's first two challenges were to provide professional development for teachers and staff and seek out internet availability for all students.

Students at Discovery Prep have a ratio 1:1 for Chromebooks and have been using Google Classroom for assignments since 2018. This was a real advantage once we transitioned to Distance Learning for both students and teachers. One difficult challenge was to get free internet for all students. Thankfully, Spectrum donated internet service for all students and families, regardless of their economic status. If there was a problem with any student's internet, Discovery Prep's staff took care of it immediately.

Besides internet access, some students had difficulty finding space to study at home. Many of our families live together with children. The accommodations are fine for the evening, but when everyone is required to stay indoors then space becomes a commodity. In order to help, Discovery Prep trained teachers in classroom expectations when handling students who have rough home situations. While students are encouraged to turn on their Zoom cameras, it is not required. Students are also encouraged to type their responses in Zoom chat for when home noises might interfere.

Through the use of Zoom video conferencing, teachers and tutors are able to interact with students individually and in small groups. It also supports students for whom online options are not effective and for a socially distanced school setting. In addition, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques. No work Specifically, PD's that teach creating effective

distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students.

Although teachers taught rigorous lessons, the transition and length of instructional had a negative impact. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. To assist with this, the Administration created a Google Classroom with the teachers and staff. In the classroom, assignments were created to get feedback from teachers about student work. They had to provide student samples in order for Discovery Prep to assess student progress and the new pacing.

On March 13, 2020, Discovery Prep determined that it was necessary to close its doors to prevent/contain the spread of COVID-19. This decision was made based on information from federal, state and local agencies and Governor Newsom's March 4, 2020 proclamation of the existence of a State of Emergency in the State of California. Since that time more restrictions have been imposed. On March 16, 2020, the County Public Health Department ordered residents to "shelter in place" and on March 19, 2020 Governor Newsom ordered all California residents to "stay at home" due to the COVID-19 threat. The physical and emotional safety of our students, families, and staff is our highest priority.

Beginning March 17, 2020 and continuing for the length of the school closure (except for school breaks), Discovery Prep has provided distance learning opportunities to all students including students with disabilities. Students have received the special education and related services identified in their IEPs, to the extent possible given the current conditions, delivered in an alternative manner. The services provided may not be the exact duration and frequency of services outlined in the student's IEP, but are based on unique needs. As a result, Prior Written Notices (PWN) were given to parents in order to describe our distance learning model.

Our special education staff, teachers and related service providers have reviewed the contents of every IEP to ensure that distance learning modalities are aligned with the student's IEP goals and that during distance learning, appropriate instructional accommodations are provided. A consultation is available, upon request, to discuss distance learning in more detail and how to support our students, such as: educational activities expected to be completed at home or electronic lessons. Learning modalities may include, but are not limited to, physical packets, on-line educational programs, FERPA/HIPAA compliant group meetings, teleconferencing and tele-therapy, as appropriate.

The first announcement to families was sent on July 17, 2020, using Governor Gavin Newsom's announcement that no schools were to open prior to being removed from the

State's watchlist. On July 31, 2020, plans were announced that the 2020-21 school year would begin using Distance Learning only. The Distance Learning model would continue through the first semester, or as needed, based on status on the Los Angeles County Department of Public Health Services watchlist.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for Low-Income Students, English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility supporting students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning. Staff have also faced tremendous challenges. Many staff are now trying to balance their jobs at Discovery Prep while also taking care of their own children at home. As well, many face economic challenges due to partners/families becoming unemployed. The requirements to create an effective Distance Learning program also requires teachers to put in a lot more hours for training and preparation than they would in past years.

Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning, while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19. For many Discovery Prep's students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit.

Therefore, supporting the mental health needs of students, families, and staff is of paramount importance in Discovery Prep's distance learning model. Therapeutic staff conducts outreach to students who are on their caseload and continues to accept referrals from all staff on behalf of any student in need of additional support. Staff, tutors, and teachers are

reminded to ask how students are feeling. Many are giving surveys and journal writing in order to assess students' mental health needs. Discovery Prep continues to accept referrals from all staff on behalf of any student in need of support. Faculty and staff have been given detailed professional development on how to recognize and interact with students who are experiencing trauma. The entire team is involved in guiding students on the path toward graduation and college and career readiness through phone calls, BlackBoard, emails, and Google meetings. The Parent Liaison offers families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distribution events.

Many Discovery Prep staff are also parents, guardians, or caregivers of school-aged children and are themselves balancing professional and personal responsibilities. The new roles for students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context. Discovery Prep has made sure to reach out to all teachers in staff in this time of need, making sure they have the support necessary to balance both work and life. Teachers are offered informal confidential counseling with one of the emotional support counselors in order to help them with any struggles they may be having.

Stakeholder Engagement

Discovery Prep is implementing new strategies and designing safe environments for a time when students return. Through the use of video conferencing, teachers and tutors are able to interact with students individually and in small groups; especially, for students who are struggling with the distance learning method. Remote learning has had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students. Discovery Prep's goal for returning is that students will be able to transition back into the classroom with minimal disruption.

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

How did you solicit feedback from the following groups? Include efforts to reach stakeholders who do not have internet access or speak a language other than English.

Discovery Prep's efforts to solicit stakeholder feedback on the school's reopening plan and the Learning Continuity and Attendance Plan began in May and continued regularly throughout the development process. All communication was done in English and Spanish

whenever needed. Discovery Prep has several English/Spanish speakers on staff, and makes sure at least one is present for all meetings/communications.

Surveys were made available and administered via Google Forms. Beginning in June, Discovery Prep scheduled a series of virtual meetings for staff and parents, a Virtual Town Hall, where those who attended were able to ask questions, learn about the plan, and follow as it was revised pursuant to local health guidelines.

All meetings, in English and Spanish, were hosted through Zoom conferences on the following dates:

- ❑ A Covid (Reopening) Survey was sent out to all of our students' families on 6/29/20.
- ❑ Parent Meetings: 3/20/20; 4/2/20; 4/17/20; 5/1/20; 5/22/20; 7/31/20, 8/7/20
- ❑ (Freshman Orientation) and 8/19/20.
- ❑ Professional Development meetings were 8/7/20; 8/14/20; 8/21/20; 8/28/20.
- ❑ Department meetings were 8/24/20; 8/31/20.
- ❑ Grade level meetings were 8/21/20; 8/31/20.

As the 2019-20 academic year came to a close, the school administered a survey to families to gain their feedback on distance learning.

Discovery Prep used multiple ways to engage with stakeholders by using various virtual meeting platforms such as Zoom and Google Meets. Both Platforms provide a link to join the meeting by computer or by phone. For about six weeks, virtual parents meetings were conducted every Friday at 5:00pm in English and 6:00pm in Spanish. Parents were notified of current news which was also posted on the school's websites. Texts, phone calls, BlackBoard messages, and emails were most successful in transmitting new information. English/Spanish-speaking staff contacted all students and families to do additional "wellness" check-ins, even if we were in touch with the student regularly.

Faculty and Staff were involved in gathering information during weekly grade level, department, and Faculty/Staff Meetings. During this time, it was paramount that these committee meetings were held weekly. The information supported improving the on-going program with faculty sharing tricks of the trade and suggestions for the fall semester. During the fall semester, students were given surveys periodically from teachers to receive feedback on content and pacing in the classroom. Teachers continue to adjust instruction as needed based on feedback.

All Discovery Prep students are provided a Chromebook for learning. During the stakeholder engagement process, we encouraged students to work closely with their parents/guardians by using their school issued Chromebook to join the meetings.

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

Discovery Prep's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided, and continues to provide staff and administration invaluable input to review and revise the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health.

Discovery Prep used multiple ways to engage with stakeholders by using various virtual meeting platforms such as Zoom and Google Meets. Both Platforms provide a link to join the meeting with camera and microphone, or by phone. For about six weeks, we conducted virtual parents meetings every Friday at 5:00pm English and 6:00pm Spanish. Parents are notified of news which is posted on websites and texts, phone calls, Black Board messages and emails are most successful to transmit new information. English/Spanish-speaking staff contacted all students and families to do additional "wellness" check-ins, even if we were in touch with the student regularly.

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

All of the combined outreach efforts to gather information yielded results that largely aligned with the overall themes listed below.

During the first weeks of implementing Distance Learning in March, the regular school schedule was implemented. As it was continually assessed, the number of hours was too strenuous for teachers, students and parents. Also, many students did not attend the first period. As a result of the survey plus the parent, student, and teacher meetings, the schedule was adjusted. M-W-F with 30-minute classes with breaks. Start time was changed to begin at 9a.m. with the hopes of motivating students to be on time.

The survey and detailed results assisted Teachers and Administrators in developing a Distance Learning model that really addressed the needs of our families and students in the Distance Learning environment.

Planning for the 2020-2021 school year Discovery Prep began with looking at student, parent, and teacher survey data and feedback from the spring distance learning experience. What we learned about the early challenges helped to form our school reopening plans. From there, the administration drafted preliminary ideas for three reopening options: hybrid, full distance, and full return. Those ideas were shared with faculty. Questions were asked by teachers, and suggestions were shared and incorporated into the next phase of planning, where feasible. The next step was to share plans and solicit feedback from our parent groups.

The detail yielded from such responses showed that our students and families were satisfied with the schedule and interaction that was given during the 2019-2020 second semester. Due to the state requirement of instructional minutes, Discovery Prep increased live instruction, implemented a schedule that was similar to the traditional bell schedule with clear start (log in) and stop (log off) times that resembled the traditional school day; and for Friday's there will be an enrichment period that supports students with mental health, social-emotional learning, and academic support.

In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own. Some students even requested paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly or not at all satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the Fall semester.

For the Fall semester, the schedule was adjusted based on teacher, staff, student, and parent feedback. Discovery Prep's current schedule is 3 out of 6 periods-per-day M-Th for an hour and 20 minutes each and all 6 periods on F for 30 minutes each. This allows Teachers the flexibility in the length of their coursework. Discovery Prep continues to monitor the scheduling though feedback from all stakeholders.

In addition, based on feedback from all stakeholders, Discovery Prep purchased several programs to supplement the curriculum for all students. These items include:

Interactive software:

- Nearpod, EdPuzzle, Gizmos, Flipgrid, Flocabulary, Kami, etc.
- Computer monitoring software: GoGuardian
- English/Science interactive textbooks
- Savvas *CA MyPerspectives*
- CA Experience Chemistry*
- CA Experience Biology.*
- English for Everyone*
- English SSR reading books
- High-quality headphones with high-quality microphone
- PBIS Rewards

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

Discovery Prep's efforts to solicit stakeholder feedback to inform the network's reopening plan and the Learning Continuity and Attendance Plan began in May and continued regularly throughout the development process. Surveys were made available in English and Spanish and administered via Google Forms. In addition to surveys, beginning June, Discovery Prep scheduled a series of virtual meetings for staff and parents, like a Virtual Town Hall, where those who attended were able to ask questions, learn about the plan as it gets tweaked pursuant to local health guidelines and legislation. As the 2019-20 academic year came to a close, the school administered a survey to families to gain their feedback on distance learning.

Discovery Prep continues to engage with stakeholders by using various virtual meeting platforms such as Zoom and Google Meets. Both Platforms provide a link to join the meeting with camera and microphone, or by phone. For about six weeks, we conducted parents meetings every Friday at 5:00pm English and 6:00pm Spanish. Parents are notified of news through the Discovery Prep website, texts, phone calls, Black Board messages and emails. All communication is done in English and Spanish. Parent feedback showed that the time and frequency of the meetings were appropriate. Parents also approved of the access to information and news Discovery Prep provides.

Faculty and Staff were involved in gathering information during weekly grade level, department and Faculty/Staff Meetings. During this time, it was paramount that we held each committee meeting weekly. The information supported improving the on-going program with faculty sharing tricks of the trade and suggestions for Fall Semester. Weekly meetings are continuing in the Fall Semester based on feedback from teachers and staff.

As a 1:1 Chromebook school, Discovery Prep students are provided a Chromebook for learning. During the stakeholder engagement process, we encouraged students to work closely with their parents/guardian by using their school-issued Chromebook to join meetings.

In order to continue mental health checks, English/Spanish-speaking staff conduct students and families to do additional "wellness" check-ins, even if Discovery Prep was in touch with the student regularly. Based on student and parent feedback, Discovery Prep continues to provide mental health counseling as needed. Discovery Prep also checks-in with teachers and staff regarding their mental health.

Because Discovery Prep is in a low-income community, access to the internet can be difficult for many students and families. To ensure students' connectivity, Discovery Prep contacted all stakeholders through the following avenues:

- Community Networks
- Churches
- Phone calls
- Phone broadcasting service/ texting
- Snail mail

Additionally, Discovery Prep continues to make every effort to guarantee every family has access to serviceable internet provided by a major carrier. Even in cases where students/parents have difficulties accessing Zoom sessions due to poor internet access, Discovery Prep will look into ways to improve their signal and speeds.

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

Parents: Our parents are appreciative of our efforts in providing resources for serviceable internet. We have communicated through virtual parent meetings regularly of our plans and our challenges. We have encouraged parents to share feedback/input in providing their son/daughter academic support. Parents have thanked our staff of their commitment to their child's education. "We notice a difference between the effort your [Discovery Prep] staff has provided, in comparison to my other child's school."

Students: Our students have shared their concern, regarding their academic challenges to which we regularly find solutions for. The biggest challenge was access to reliable internet access. We have had students that did not have stable internet connections. We were able to get in contact with a service provider that offered a reduced price for stable internet based off of their parents current income. We had a student who was forced to move in with a relative, where there was no internet access. The student would ride the bus to a friend's home to gain internet access to be able to log into his virtual classes. We are providing him with his own mobile hotspot so that he no longer has to travel in public transportation to gain internet access.

Teachers and other staff:

Our Teachers and Staff have been resilient and demonstrate their commitment to our students' education. Faculty and staff are constantly taking the extra step to provide resources or support by making themselves available and working through different challenges. They collaborate non-stop, often meeting outside of their grade and department level meetings. They have shared concerns regarding screen time but have found a way to utilize the interactive platforms that were purchased to make it less monotonous.

All of the combined outreach efforts to gather information yielded results that largely aligned with the overall themes listed below.

During the first weeks of implementing Distance Learning back in March, the regular school schedule was implemented. After surveying parents, students, and teachers it was assessed that the number of hours was too strenuous for teachers, students and parents. Also, many students did not attend the first period. Therefore, the schedule was adjusted. M-W-F with 30-minute classes with breaks. Start time was changed to begin at 9a.m. with the hopes of motivating students to be on time.

Discovery Prep's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health.

The detail yielded from such responses showed that our students and families were satisfied with the schedule and interaction that was given during last semester. Due to the state requirement of instructional minutes, Discovery Prep increased in live instruction, implemented a schedule that was similar to the traditional bell schedule with clear start (log in) and stop (log off) times and resembled the traditional school day; and for Friday's there to be an enrichment period that supported students with mental health, social-emotional learning and academic support.

In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly or not at all satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the Fall semester

Teachers and staff were concerned about instructional materials, switching to an all-online format, class time, and tutoring needs. Discovery Prep has worked tremendously hard in response to provide instructional materials, internet programs and curriculum, modified scheduling, and tutors to help best support the teachers and staff.

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

Based on the feedback given by stakeholders, Discovery Prep enacted the following:

Purchased:

- Nearpod, EdPuzzle, Gizmos, Flipgrid, Flocabulary, Kami, etc.
- Computer monitoring software: GoGuardian
- English/Science interactive textbooks
- Savvas *CA MyPerspectives*
- CA Experience Chemistry*
- CA Experience Biology*.
- English for Everyone*
- English SSR reading books
- High-quality headphones with high-quality microphone

Implemented:

- Weekly Mindfulness lessons
- Wellness Check-ins with students/parents/staff
- Several tutors with before, during, and after school sessions
- Tutoring hours with teachers

Continuity of Learning

In-Person Instructional [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.]

When it is safe to return to school, Discovery Prep will be using all recommended guidelines provided by the District, County, and State Public Health. Masks will be used by all people on campus and social distancing protocols will be practiced.

Addressing learning loss, including using systematic cycle of assessments (initial screenings, formative and summative) to identify students and the instructional schedule model to assist

with intervention and accelerate learning. Paramount to Include learning as well as social-emotional well-being.

On Campus Plan

Tentative Schedule for Returning to School

- ❑ Based on current enrollment, available space on campus, the need for social distancing (no more than 15 students per classroom), and instructional minute requirements, the model that would be the most feasible would be either one of the models below. These models include teaching only one core subject on campus per day, A & B shifts at 4 hours each shift, and classes split up into multiple classrooms with one main teacher and additional teachers for support.

Model 1: Integrated Lab Time

- ❑ ***One Hour Synchronous, Two Hours Asynchronous, Final Hour Synchronous***
- ❑ Within each class or lab, there are typically milestones that must be reached or deliverables that are due at the end of each class. Classes often begin synchronously with a discussion and a demonstration of the concept and skill being taught. This initial demonstration is followed by asynchronous time where students complete a practical component either individually or in groups. At the end of class, students come together synchronously. Faculty facilitate the sharing of student work and feedback and close the lesson with a review. This structure most closely resembles the delivery of an advanced-level project, studio, or lab course.

Model 2: Project-Based Course

- ❑ ***Two Hours Asynchronous, Two Hours Synchronous***
- ❑ In this model, students work independently or in teams to actively explore real-world problems and challenges. Students are self-directed and work asynchronously on their projects for the first two hours. Faculty may schedule brief check-ins during this time. For the second two-hour block, the class comes together synchronously, and students debrief the class on the progress they are making on their project, engage in peer critiques, seek mentorship, and participate in other learning activities. This model is

ideal for more advanced students who have a solid foundational skill set and have developed more autonomy.

Personal Items

- Students will not be allowed to bring personal items such as backpacks, purses from home.
- Students will have personal supply tubs for classroom use. These will contain items such as pencils, pens, paper, and basic Math/ELA supplies.
- As an alternative to backpacks, students will be provided with a bag to transport graded and unfinished work between home and school, as needed.
- Refillable water bottles will be provided to students who need them. Students would be encouraged to bring water bottles from home. Water bottles may be filled at one of the school's four Hydration Stations. Bottles will be left in the classroom with the option to take home every other week for cleaning. They will be disinfected when they return to the classroom.

In-Person Learning Safety

- All visitors will be required to complete a temperature check, wear a mask, and fill out the visitor's log for contact trace purposes, upon entering or leaving campus.
- Once we transition to a hybrid or in person model, school purchased PPE will be distributed to all students and staff members.
- We will establish a check in/out system for everyone who comes onto campus, so that we can trace infection if it occurs.
- Community members/staff and students will have to schedule their visits ahead of time to ensure someone is on campus to conduct a health check and ensure everyone signs in. We will limit the amount of family members/visitors who can attend meetings.
- Teachers who want to work with students or colleagues on site must schedule a specific time in advance. An administrator will be on site to enforce social distancing protocols and the day porter will also be present to disinfect doors, bathrooms, etc.

Safety and Hygiene for People

- Staff and students, with parent support, will need to self-screen for symptoms each morning before coming onto Discovery Prep's campus.
- When staff or students are using campus areas, both groups are required to wear masks at all times.
- Discovery Prep will purchase a variety of items, including, but not limited to: Masks, face shields, electrostatic disinfecting machines, disinfecting wipes, hand sanitizer,

touchless thermometers, disposable gloves and gowns, no-touch sanitizer and soap dispensers, tissues, and various additional cleaning and disinfecting supplies. Discovery Prep will purchase enough supplies for all school offices and classrooms.

Safety and Hygiene for Facilities

- ❑ Daily cleaning, sanitizing, and disinfecting protocols will be created using district-appropriated items with an emphasis on high-traffic areas. Areas include, but are not limited to: classrooms, door handles, faucets, tabletops, hallways, bathrooms, toilets, sinks, lockers, etc. Full misting of disinfectant will happen in each room daily.
- ❑ Towel and hand sanitizer dispensers in the main offices and restrooms.
- ❑ All HVAC units will be serviced, and new filters will be installed in all units.
- ❑ All classroom furniture has been rearranged to ensure 6 ft distance between students. School schedules will be modified and only 50% of students will be in classrooms at any given time.
- ❑ Signs and videos will be used to train and remind staff and students about good hygiene practices, including: washing hands frequently, coughing and sneezing into one's elbow, and social distancing.
- ❑ Students will be placed in stable cohorts and meals will be served in classrooms.

Safety Considerations

- ❑ Students will be required to have proper PPE materials, and temperatures will be taken upon their arrival.
- ❑ To minimize cross cohort interactions, students will remain in their classrooms for the day.
- ❑ Teachers will be assigned to classrooms in grade level pairs and the teachers will rotate classrooms.
- ❑ A quarter-based instructional course schedule has been adopted, where students will take three courses and one seminar class each course for a total of six academic classes.
- ❑ Students will continue to engage with their teachers on days where they are not physically on campus.
- ❑ PPE will be stored on site and will be provided to individuals who come onto the school campus.
- ❑ Meetings/student support/collaboration will have to be scheduled ahead of time.

Non-Classroom Spaces and Social Distancing

- Discovery Prep has suspended all outside Facilities Use Permits.
- Hallways will have clear entry and exit spaces to encourage students to move through them in one direction.
- Students will enter and exit the campus through two or more different points. Staggered times will be assigned to students for arrival and departure.
- Students will eat in their classrooms, staff will bring a pre-packaged breakfast and lunch to them.
- Face coverings are to be worn at all times by all people on campus.

Assessments

Discovery Prep has developed a virtual assessment protocol

Students will take a variety of assessments over the course of the year, including:

- Illuminate pre-generated interim assessments
- Teacher-made curriculum
- Teacher-made assessments

Curriculum

Each student has their assigned school Chromebook which they have at home for distance learning, and take home and bring to school for both the hybrid and in-class models. Additional spare Chromebooks and tech support is available by Discovery Prep, if needed. Students are working on lesson plans and receiving instruction from their teachers through Google Classroom and Zoom platforms. Please note, attendance is taken daily, during each period of the day. Discovery Prep's goal is to help transition students into Distance Learning and to ensure there is continuity in our student's education. Our special education students and their families continue to have access to all services from their teachers.

Students are emailed a link for Zoom meetings before each class, so that every class is a Zoom session. Students are following a schedule and attending every class meeting. Teachers are utilizing Google Classroom to have students view class work and assignments that need to be submitted. Students are utilizing their home internet in order to attend Zoom school meetings. Students in need of internet access are directed to contact our Internet Service Provider Spectrum/Charter as the vendor is offering 60 days of free internet bandwidth. 100 percent of our students have been able to access Google classroom and Zoom. Discovery Prep has ensured that a Chromebook and home internet access have been provided by Discovery Prep to all of our students.

The roles of the leadership and administrative team are to observe entire lessons via zoom, attend department, grade level and leadership meetings as well as office staff to address concerns and find solutions to problems that might arise. The team attends webinars from local, state and federal agencies including Center for Disease Control and Prevention to provide all stakeholders with the most up to date resources and practices. Teams facilitate recurrent parent meetings where they provide updates and address any concerns they might have. The Special Education department hosts IEP meetings to ensure students are receiving adequate support. Monthly Board of Directors meetings provide Board Members with the opportunity to review and discuss all aspects of the School, ensuring Discovery Prep that all students continue to receive the level of rigor and support they need.

Athletics are on hold until further guidance is provided by local, state and/or federal agencies and an agreement is reached by all league members to re-establish CIF athletics. Once guidance is given, Discovery Prep will do everything possible to make sure all guidelines are fulfilled precisely.

Professional Development

In order to support the Distance Learning program, Discovery Prep has planned regular professional development opportunities for staff throughout the year. The academic calendar includes six full day teacher service days. Before school started, five full days of professional development sessions were provided. School schedules have been designed to include dedicated time for professional development for staff every Friday.

These sessions cover topics including health and safety, instructional pacing, participation, and expectations, the use of online assessment tools and online curriculum resources, and on the use of new devices, student tools, and effective use of digital platforms. Discovery Prep faculty also created some training videos for staff, parents, and students, which are being used as needed.

Discovery Prep will closely monitor the state watchlist and re-evaluate when it is possible to re-open its facility. Once the county has been off the watchlist for two consecutive weeks, Discovery Prep will move towards identifying a launch date for opening in a hybrid model. As a phased in approach, bringing subgroups of students who need additional support onto campus for in person support is being considered. This may include English Language Learners, students with IEPs, and/or students who are struggling with distance learning.

Support Services

- Students will be supported within their classroom cohort using a push-in model.
- Classroom cohorts or individual students may also receive direct instruction using a pull-out model, when needed.
- All materials will be disinfected after each cohort or individual use.
- Whenever possible, materials will be assigned to individual students and kept in their own supply tub.
- Pull-out services will occur before or after students' AM or PM shifts.

Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning.
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail, if determined.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

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

Description	Total Funds	Contributing
Continue to provide staffing to support a rigorous academic program that includes credit recovery for at-risk youth in grades 9-12.	\$ 921,109	Y
Continue to provide a clean, safe, and secure school site.	\$ 247,032	N
Provide an effective curriculum for students to master California content standards including both digital and print media.	\$ 175,000	Y
Purchase and maintain equipment for student use that includes laptops, software, and other digital tools to prepare them to meet the rigors of state standards and be prepared for 21st century careers during both distance learning and in-person learning.	\$ 100,000	Y
Provide upgrades to HVAC System Filters, (4) electrostatic sprayers with disinfecting spray, handwashing stations, signage, upgraded cleaning & sanitizing service, sneeze guards, “no-touch” thermometers, PPE, as well as other social distancing equipment to ensure the safety and welfare of anyone entering campus.	\$ 100,000	N
Teachers and Administrators will participate in professional learning opportunities focusing on distance learning and engagement strategies utilizing various software applications to mitigate learning loss and promote student achievement.	\$ 6,000	N

Discovery Charter Preparatory School's Food Services Program will provide meals that follow all appropriate guidelines provided by the United States Department of Agriculture Schools Meal Program guidelines. Food service workers will wear gloves and face coverings at all times. Students will be served pre-plated meals in their classrooms.	\$ 40,000	Y
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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.]

During the first weeks of implementing Distance Learning in March, the regular school schedule was implemented. As it was continually assessed, the number of hours was too strenuous for teachers, students and parents. Also, many students did not attend the first period. As a result of the survey plus the parent, student, and teacher meetings, the schedule was adjusted. M-W-F with 30-minute classes with breaks. Start time was changed to begin at 9a.m. with the hopes of motivating students to be on time.

Due to SB 98, Discovery Prep had to change the schedule to meet the daily minutes. Our current schedule is as follows:

Monday & Wednesday			Tuesday & Thursday			Friday		
Period	Start Time	End Time	Period	Start Time	End Time	Period	Start Time	End Time
Period 1	9:00 AM	10:15 AM	Period 2	9:00 AM	10:15 AM	Period 1	9:00 AM	9:32 AM
Period 3	10:25 AM	11:40 AM	Period 4	10:25 AM	11:40 AM	Period 2	9:42 AM	10:14 AM
Lunch	11:40 AM	12:10 PM	Lunch	11:40 AM	12:10 PM	Period 3	10:24 AM	10:56 AM
Period 5	12:20 PM	1:35 PM	Period 6	12:20 PM	1:35 PM	Lunch	10:56 AM	11:26 AM
						Period 4	11:36 AM	12:08 PM
						Period 5	12:18 PM	12:50 PM
						Period 6	1:00 PM	1:32 PM

All courses that were previously offered at Discovery Prep for in-class sessions are still being offered with the distance learning model. Discovery Prep makes every effort to ensure all classes are given materials necessary to complete each and every course. For example, Discovery Prep offers a guitar class taught by a teacher from City Hearts. Staff had students pick up guitars in order to practice on Zoom with the teacher.

Our full list of courses are:

Number	Name	Department
4001	Advisory (A)	
4001B	Advisory (B)	
104	Algebra I (A)	Math
104B	Algebra I (B)	Math
108	Algebra II (A)	Math
108B	Algebra II (B)	Math
108H	Algebra II H (A)	Math
108BH	Algebra II H (B)	Math
303AP	AP Biology (A)	Science
303APB	AP Biology (B)	Science
SP103	AP Spanish Lang (A)	ForLang
SP103B	AP Spanish Lang (B)	ForLang
SP104A	AP Spanish Lit (A)	ForLang
SP104B	AP Spanish Lit (B)	ForLang
904	Art I (A)	V & P Arts
904B	Art I (B)	V & P Arts
905A	Art II (A)	V & P Arts
905B	Art II (B)	V & P Arts

303	Biology I (A)	Science
303B	Biology I (B)	Science
303H	Biology I H (A)	Science
303BH	Biology I H (B)	Science
SC104	Chemistry (A)	Science
SC104B	Chemistry (B)	Science
MR100	College Prep Math Review (A)	Math
MR100B	College Prep Math Review (B)	Math
902	Drama (A)	V & P Arts
902B	Drama (B)	V & P Arts
ME203a	Economics	Social Sci
ME203aH	Economics H	Social Sci
207	English 10 (A)	English
207B	English 10 (B)	English
207AH	English 10H (A)	English
207BH	English 10H (B)	English
208	English 11 (A)	English
208B	English 11 (B)	English
208H	English 11H (A)	English
208HB	English 11H (B)	English
209	English 12 (A)	English
209B	English 12 (B)	English
209H	English 12H (A)	English

209BH	English 12H (B)	English
201	English 9 (A)	English
201B	English 9 (B)	English
201H	English 9H (A)	English
201BH	English 9H (B)	English
ESL	English Language Dev I (A)	ESL
ESLb	English Language Dev I (B)	ESL
90073	Film Studies (A)	V & P Arts
90073b	Film Studies (B)	V & P Arts
GSLF2117a	Gender Studies in Lit & Film (A)	CP Electiv
GSLF2117b	Gender Studies in Lit & Film (B)	CP Electiv
107	Geometry (A)	Math
107B	Geometry (B)	Math
107H	Geometry H (A)	Math
107BH	Geometry H (B)	Math
Guitar001	Guitar A	NC Electiv
Guitar001B	Guitar B	NC Electiv
H100	Health	Science
2468	Photography (A)	V & P Arts
2469	Photography (B)	V & P Arts
2005	Physical Education I (A)	Ath Dept
2005B	Physical Education I (B)	Ath Dept
Rob4647a	Robotics (A)	NC Electiv

Rob4647b	Robotics (B)	NC Electiv
CC001B	Senior Seminar B	NC Electiv
90082	Skills Enhancement (A)	Special Ed
90082B	Skills Enhancement (B)	Special Ed
Soc2	Social Psychology (A)	Social Sci
Soc2b	Social Psychology (B)	Social Sci
SP101	Spanish 1 (A)	ForLang
SP101B	Spanish 1 (B)	ForLang
SP102	Spanish 2 (A)	ForLang
SP102B	Spanish 2 (B)	ForLang
SP103N	Spanish for Native Speakers 1 (A)	ForLang
SP103NB	Spanish for Native Speakers 1 (B)	ForLang
SP103N2A	Spanish for Native Speakers 2 (A)	ForLang
SP103N2B	Spanish for Native Speakers 2 (B)	ForLang
0	Student Assistant A	NC Electiv
000001B	Student Assistant B	NC Electiv
1	Study Hall A	NC Electiv
0000001B	Study Hall B	NC Electiv
M103	Trig/PreCalc (A)	Math
M103B	Trig/PreCalc (B)	Math
H105	US Government	Social Sci
H105H	US Government H	Social Sci
402	US History (A)	Social Sci

403B	US History (B)	Social Sci
404	US History H (A)	Social Sci
404b	US History H (B)	Social Sci
H102A	World History H (A)	Social Sci
H102B	World History H (B)	Social Sci
H101	World History(A)	Social Sci
H101B	World History(B)	Social Sci

Discovery Prep is making every effort to ensure all students have access to the full curriculum regardless of how they receive it. Students are emailed a link for Zoom meetings before each class, so that every class is a Zoom session. Students are following a schedule and attending every class meeting. Teachers are utilizing Google Classroom to have students view class work and assignments that need to be submitted.

Students are utilizing their home internet in order to attend Zoom school meetings. Students in need of internet access are directed to contact our Internet Service Provider Spectrum/Charter as the vendor is offering 60 days of free internet bandwidth. 100 percent of our students have been able to access Google classroom and Zoom. Discovery Prep has ensured that a Chromebook and home internet access have been provided by Discovery Prep to all of our students.

Each student has an assigned school Chromebook which they take home with them for use during Distance Learning. Additional spare Chromebooks and tech support is available by the Discovery Prep as needed. If a student's Chromebook is not functioning for any reason, they will be allowed to drop it off to receive a loaner Chromebook while theirs is in repair. In the event their Chromebook cannot be repaired, students will continue using the loaner Chromebook for the rest of the Distance Learning session. If a student is unable to come to the school to switch out Chromebooks, Discovery Prep will schedule a time to switch Chromebooks at the Student's residence. Students will also receive training on the acceptable use policy during the first week of school in their advisories and also a student webinar hosted by the deans so they are aware of how they should use their computer responsibly at home and how to use our online platforms. Completion of the training in advisory will count at the electronic signature of student agreement to the policies.

In order to support teachers in a virtual classroom, Discovery Prep provided several technological resources to the staff. These resources include:

- ❑ Interactive software: EdPuzzle, Padlet, Nearpod, Gizmos, Flipgrid, Flocabulary, Kami, Mentimeter, etc.
- ❑ Computer monitoring software: GoGuardian
- ❑ English/Science interactive textbooks:
 - ❑ Savvas *CA MyPerspectives*
 - ❑ *CA Experience Chemistry*
 - ❑ *CA Experience Biology*
- ❑ *English for Everyone*
- ❑ English SSR reading books
- ❑ Google Classroom
- ❑ Powerteacher Pro
- ❑ Discovery Prep's school website
- ❑ *Acellus*

In the event a parent/guardian or student requests paper copies of all materials, Discovery Prep will have teachers provide said materials for the student/parent/guardian to pick up at the school site or, if necessary, drop off the materials. Materials will be copies of the current curriculum, including modifications to the technological programs listed above, with written instructions in order to give the student the same level of instruction as the rest of the class. So far, there have been no requests for printed materials.

Students at Discovery Prep have a ratio 1:1 for Chromebooks and have been using Google Classroom for assignments since 2018. This was a real advantage once we transitioned to Distance Learning for both students and teachers. Tutors are also being utilized in helping students who struggle with switching from an in-school model to a distance learning model and vice versa. Lots of teaching and reteaching is being done to help all students adjust to any new program. Teachers are being taught how to use various programs effectively, and are given strategies to help students handle the slew of new programs to learn.

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.]

Students access class periods via Zoom and classwork through Google Classroom. Students are utilizing their home internet in order to access both the Zoom meetings and Google Classroom. It is imperative for students to have internet access in order to be effective learners. Discovery Prep monitors student internet connections to make sure they are able to access the curriculum

Each student has an assigned school Chromebook which they take home with them for use during Distance Learning. Additional spare Chromebooks and tech support is available by the Discovery Prep as needed. If a student's Chromebook is not functioning for any reason, they will be allowed to drop it off to receive a loaner Chromebook while theirs is in repair. In the event their Chromebook cannot be repaired, students will continue using the loaner Chromebook for the rest of the Distance Learning session. If a student is unable to come to the school to switch out Chromebooks, Discovery Prep will schedule a time to switch Chromebooks at the Student's residence. Students will also receive training on the acceptable use policy during the first week of school in their advisories and also a student webinar hosted by the deans so they are aware of how they should use their computer responsibly at home and how to use our online platforms. Completion of the training in advisory will count at the electronic signature of student agreement to the policies.

Ongoing technology support will be offered throughout the school year. IT support will be available for students and staff. We will have a live document that tracks all students who have a loaner chrome or technology issues, so we are always aware of all students' access to technology. Similarly, to the process of the March 17th school closure, Discovery Prep will reach out to all students to assess the connectivity needs of students. Students in need of internet access are directed to contact our internet Service Provider Spectrum/Charter as the vendor is offering 60 days of free internet bandwidth. If needed, Discovery Prep will help parents in connecting with Spectrum/Charter. In the interim, students without internet are provided with a loaner hotspot from the site Technology Coordinator. Discovery Prep is proud to report 100 percent of our students have been able to access Google classroom and Zoom. Any issues are resolved as quickly as possible.

Please note attendance is taken daily, per period. Our goal is to help transition students into Distance Learning and to ensure there is continuity in our student's education. If a student is absent, their parent(s)/guardian(s) are contacted to find out the reason. This helps with monitoring whether the student is having technical difficulties that need to be addressed or otherwise.

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.]

In order to assess pupil progress, Discovery Prep has developed daily learning schedules for each grade span to ensure that daily live interaction and synchronous instruction are achieved for every student in alignment with state and federal guidelines for instructional minutes. In the weekly schedule for students in grades 9-12, a daily blend of synchronous and asynchronous instruction will be provided utilizing a block schedule of three periods per day with embedded time for intervention within each class period. Discovery Prep has a bell schedule that meets the state required weekly instruction minutes for high school.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by the certificated employees at Discovery Prep. Administrators and a team of teachers will conduct weekly virtual walkthroughs to ensure calibration of time value and adherence to daily learning schedules is achieved.

In order to measure daily participation, daily synchronous and asynchronous activity will be reported by the teaching staff through their lesson plans. Evidence of daily participation may include, but is not limited to: evidence of participation in online activities, completion and submission of regular assignments, completion of assessments, and contact between teacher and pupils or parent(s)/guardian(s), and Discovery Prep's attendance clerks. Office staff will monitor students' absences and weekly participation grades. Administration will telephone parent(s)/guardian(s) of absent students, and if necessary, will set up a meeting at school to meet with student and parent(s)/guardian(s).

During staff development, teachers explored different tools and strategies to engage, assess, and monitor student participation in both modes of instruction. Time value for assignments will be continually calibrated in teacher collaboration meetings and with administration.

Students will attend live session classes where teachers will take attendance and give an overview of the learning goals for the day. Teachers will provide a brief introduction or review of a concept and students will have an opportunity to ask to follow up questions and/or to request additional support. All students will participate in differentiated small group pre-scheduled small group synchronous instruction once a week for each class.

Small group instruction will enable students to participate in discussions with peers, receive targeted support, and participate in other meaningful learning activities which deepen and clarify their understanding of the material. Teachers will use the breakout room function provided by Zoom in order to facilitate small group work.

Weekly reports are generated of students' attendance and grades. Support staff identify and monitor students that have become disengaged from online learning. Tiered reengagement strategies. A text message is sent to parents for students who miss one class period following the class period they have missed. Students that missed the entire day receive an additional text message stating that the student did not attend any classes that day. If the student is absent more than two consecutive days a phone call is made by one of our counselors. Instructions for reinstating the student are reviewed with the parent and student. Students are reminded of additional support that is available to them.

Attendance Intervention

After a student has 10 absences during a school year, the student shall meet with an Administrator or Counselor to discuss the importance of regularly attending classes.

For students with *unexcused* absences, the following consequences will result:

- ❑ First Offense (5 unexcused absences): Student meets with Administration and is issued a warning. Parents will be contacted.
- ❑ Second Offense (7 unexcused absences): Administration will contact the student's parents and notify them of the recurring problem.
- ❑ Third Offense (10 unexcused absences): Administration will hold a parent conference to provide interventions including, but not limited to, the following:

Discovery Prep will have the Student Support and Progress Team (SSPT) meet to discuss interventions. At this meeting, the team, including the parents and the student, will develop strategies to improve attendance. During this meeting, all aspects of the student will be discussed, such as: social and emotional well being and academic.

The student's attendance and academic status will be monitored and evaluated in two weeks, at which time the SSPT will reconvene and review progress, if any, to determine whether an attendance/academic probationary period (attendance/academic agreement) is necessary or not. The goal of the agreement is to help both the parent and the student take attendance/academics seriously and ultimately improve the student's attendance, which will lead to academic achievement.

Distance Learning Professional Development

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

Professional Development

During the first phase of the pandemic in March 2020, teachers used Tuesdays and Thursdays for PD, department, grade-level meetings and IEP meetings. They also provided students with additional support as part of their office hours. Tutoring staff was on hand during that time to support students while teachers were in meetings. Every Friday was a Faculty meeting after school. Due to the updated Requirement for Instructional Minutes, we were unable to replicate this model. Currently, teachers are utilizing before school and after school hours M-Th for the above-mentioned meetings. Fridays have continued to be a weekly all faculty and staff meeting for PD.

During PD meetings, teachers have been trained in the technological tools given by Discovery Prep. Trainings have been given by: administrators, technical support staff, other teachers, and webinars from the companies. Teachers have been active in collaborating with each other in learning several of the new tools. Technology support staff are addressed in every weekly meeting to discuss any difficulties teachers may have. Teachers also collaborate with each other to solve technical problems. Two members of the leadership team are well-versed in technology and can be used as technical coaches in helping teachers learn new technology.

Professional Development provides training for areas that come up from analyzing data results and virtual walkthroughs. This will identify standards and skills that students need additional instruction with or possibly need extension or enrichment as well as monitor academic growth. Data results will be framed around how to best instruct faculty in distance learning teaching. Discovery Prep's administration staff is active in helping teachers continue to use best practices in a virtual classroom. As an example, the Savvas program that was purchased for English and Science teachers includes a digital textbook. A typical lesson in the English book includes: The text, an audio version of the text, the ability to highlight and annotate directly on the text, and guided lessons in close reading strategies and graphic organizers that can be written on directly. This allows teachers to focus more on creating a strong virtual curriculum without having to do extra technical legwork of making sure the students could use it in a distance learning space.

In order to support teachers in a virtual classroom, Discovery Prep provided several technological resources to the staff. These resources include:

- ❑ Interactive software: EdPuzzle, Padlet, Nearpod, Gizmos, Flipgrid, Flocabulary, Kami, Mentimeter, etc.
- ❑ Computer monitoring software: GoGuardian
- ❑ English/Science interactive textbooks:
 - ❑ Savvas *CA MyPerspectives*
 - ❑ *CA Experience Chemistry*
 - ❑ *CA Experience Biology*
- ❑ *English for Everyone*
- ❑ English SSR reading books
- ❑ Google Classroom
- ❑ Powerteacher Pro
- ❑ Discovery Prep's school website
- ❑ *Acellus*
- ❑ PBIS Rewards (Electronic Token System)

During the first phase of Distance Learning, we adjusted the schedule to start a bit later at 9 and intensive the lesson to a maximum of 30 minutes. Tuesdays and Thursdays were used for teachers and tutors to provide students with additional support as part of their office hours.

Teachers also used Tuesday and Thursdays for PD, department and grade-level meetings, and IEP meetings. During the frequent meetings, needs and concerns were discussed and then focused around a particular topic to give teachers training and support. Every Friday was a Staff and Faculty Meeting.

This setup was found to be ideal for the situation. There was time where teachers could discuss what worked and didn't work, time for teachers and tutors to look at students at risk and then create an action plan, and the problem of being in front of the screen for so many hours was reduced. However, when we returned in the Fall, the CA Ed Code changed by requiring 240 minutes per day for high school, thus altering our schedule. It has been reported that teachers and students found the spring semester schedule less intense and stressful. Discovery Prep will continue monitoring the new schedule and will change it as needs arise.

Staff Roles and Responsibilities

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

- ❑ In order to provide supervision, DP utilized its entire Office Staff. Besides their regular duties, such as: taking attendance, calling home if a student was absent, they assist the Success Coach and Administration in keeping in constant contact with parents and students.
- ❑ Many students have demonstrated stress and depression from being at home and the unrest of the COVID-19. Also responsible for making sure that students and parents are doing well. They take time to check in on them, call students to praise them for coming on time to school every day or turning in all of their homework.
- ❑ Checking in with the families is so important, especially concerning mental health.
- ❑ Zoom supervision between Mondays, Wednesdays and Fridays between 9:00am and 1:30pm.

Here are comments from DPC's Office Staff, describing how they have added daily duties to their already existing jobs.

Working from Home: Daily/Weekly Duties

- ❑ Successfully distributed Chromebook and chargers for home use to student body before the last day of campus instruction with the IT Dept.
- ❑ Maintain DP's digital based educational program: Illuminate Education.
- ❑ Respond to teacher and student emails concerning technical issues with Illuminate Education and Chromebook related issues.
- ❑ Resolve technical issues for Zoom links, Internet access, and Illuminate Education.
- ❑ Keep information on loaner Chromebooks updated.
- ❑ Assist Student and Family Success Coach and teachers by contacting and informing parents of students of concern and set up tutoring.
- ❑ Distribute PBIS Rewards points to students regularly daily/weekly to top earners.
- ❑ Call parents to remind them about child's speech class
- ❑ Assisted students that needed help in logging in to the zoom classes.
- ❑ Phones: Answer work phones Monday through Friday from 7:30 a.m. to 4 p.m. which consists of:

- ❑ Answering a variety of questions throughout the day from parents, students, and others.
- ❑ Direct calls to other staff members who can better assist if I cannot provide a satisfactory response.
- ❑ Relay messages to particular staff members when a message or response is required from a particular staff member.
- ❑ Compose and respond to emails Monday through Friday from 7:30 a.m. to 4 p.m. on a need basis.
- ❑ Attend webinars regularly to stay current with changing guidelines in areas such as operations, nutrition and athletics.
- ❑ Facilitate virtual parent meetings via Zoom regularly.

One of the most integral parts of our supervision is the Student and Family Success Coach coordinates and provides academic support for targeted populations of students based on data driven approaches to improve overall student achievement. Academic support encompass after school tutoring, in-class tutoring, small group tutoring, before and after school tutoring and test preparation available. The Success Coach works with teachers to identify students who are not meeting benchmark standards or who simply need extra support during the class period. These students change on a weekly basis. Weekly grade check reports that are shared with administration and others. Additionally, they contact parents to build a rapport and hopefully open a line of communication to share information to best support their child's education. The Student and Family Success Coach provides parents a tutoring schedule they have created for their students, keeps track of attendance daily, keeps in contact with teachers and maintains administration informed on progress.

After school and small group tutoring students are identified through weekly grade checks. If students are failing three or more A - G courses, they must attend after school tutoring daily, for a minimum of one hour, until the next grade check. If students fail to attend tutoring a phone call is made home to inform parents. The Student and Family Success Coach has daily contact with a minimum of 10 parents/guardians.

Supports for Pupils with Unique Needs

Emotional Well Being

All students and adults need tools to take care of themselves. At Discovery Prep we have implemented Restorative Circles and Mindfulness Activities to encourage students to share and express their thoughts and feelings. At Discovery Prep we also encourage teachers and staff to do self-check awareness during these trying times.

Services and/or accommodations for students with disabilities

During the Distant Learning Days, Discovery Prep is providing special education services and other accommodations as required in a student's Individualized Education Program (IEP). Students with disabilities are able to receive distant instruction and have accommodated and modified assignments embedded in our programs based on their current IEPs. Annual IEP meetings will continue to be completed either by videoconference or over the phone with parent's consent including related services. If a parent does not have a way to participate in a virtual meeting, the parent and principal will meet in person with the rest of the IEP. 100% of the parent(s)/guardian(s) have been able to participate in videoconference IEP meetings.

Tools Discovery Prep purchased that helps support special education services are:

- Instructional videos
- Online access to educational programs
- Virtual live sessions Parent consultation
- Zoom
- Google hangouts

DIS services are provided via teletherapy services and/or virtual therapy sessions during the remote learning period. Regarding special education evaluations, only assessment measures that can be administered remotely can continue at this time. This excludes the majority of evaluations administered as part of special education evaluations. Discovery Prep will resume the portions of evaluations that require in-person administration and observations once the school site re-opens. Students who are educated in general education classes will receive their special education services virtually during their independent work time throughout the day.

Special Education teachers and related service providers are staying in constant communication with families. Communication is offered in a variety of ways such as: phone calls, conferencing platforms, and/or email. In the event a student is not engaging in class

and/or services, communication will increase in order to improve the situation. Additionally, the Dean of Discipline gives motivational talks with all students, especially with disengaged ones, Special Education teachers along with service providers are provided with professional development on all technology platforms, applications, and online curriculum in order to become proficient and able to assist families and students. Teachers communicate weekly to check on students, parents, and provide additional support if needed. Special education teachers and Discovery Prep staff sent letters to parents regarding distance learning (3/17/20), and are currently sending out Prior Written Notice (PWN) letters to students. Administration, staff, and teachers keep a log of all communications for Discovery Prep's records.

In order to hold teleconference or videoconference IEP meetings, the IEP team is currently following all federal and state guidelines for notifying parents and guardians and obtaining parent and/or guardian consent. Discovery Prep is currently sending consent pages electronically via DocuSign while schools are closed.

Regarding special education evaluations, only assessment measures that can be administered remotely can continue at this time. This excludes the majority of evaluations administered as part of special education evaluations. Discovery Prep will resume the portions of evaluations that require in-person administration and observations once the school site re-opens.

In order to address pupil learning loss, Discovery Prep will focus on the following:

- Students with disabilities are able to receive distant accommodations as required in a student's Individualized Education Program (IEP).
- Instruction provides the accommodated/modified assignments embedded in our programs based on their current IEPs.
- Annual IEP meetings will continue to be completed either by Zoom/Google hangouts or over the phone with parent's consent, including related services.
- Schedules will be developed that do not interfere with live, synchronous instruction.
- Small group instruction classes will follow the general education schedule for their classes to ensure the ability to mainstream students in specific general ed classes.
- Small group instruction will take place utilizing the classroom teacher and tutors.
- Students who are educated in general education classes will receive their special education services virtually during their independent work time throughout the day.
- Small group instruction will take place utilizing the classroom teacher and tutors.
- General education and Special Education teams will work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.
- Academic concerns may be addressed using various online remedial programs such as iReady instructional lessons and/ or teacher assigned lessons.

- ❑ Students with mental health concerns will receive tele-health services by a school counselor or school psychologist depending on the level of support needed.

Special Education

Providing distance learning to students with disabilities is critical as Discovery Prep works to lessen learning regression, encourage academic growth, and create the routines and procedures that promote comfort and reassurance. Discovery Prep's Special Education Team stays in constant communication with families. Communication will be offered in a variety of ways such as via phone calls, conferencing platforms, or email. Communication will help families assist their students learning outside of the school environment. Teachers will communicate weekly to check on students, parents, and provide additional support if needed.

Discovery Prep aims to return students with unique needs to some form of in-person learning as soon as feasible and in agreement with the Los Angeles Health Department and Department of Education of California.

Gifted Students

For gifted children, a crisis like this one can be especially challenging to navigate. Gifted children are more emotionally sensitive than the average child. They are highly observant, and therefore have a better sense of what's going on around them.

However, gifted children are not always emotionally prepared to handle the vast scale of information they are processing. In times of crisis, when the flow of information can be overwhelming and unpredictable, we need to pay special attention to how our children are coping emotionally. Gifted children will still be supported through wellness checks and support counselor availability.

Gifted Students/Above Grade Level Students For students who are achieving above grade level, Discovery Prep provides honor classes, AP classes, and college classes on the Discovery Prep's campus primarily for Discovery Prep students. For the college courses, students are taught by college faculty who follow a college syllabus and allow our students to truly experience what college will require of them. Additionally, within our regular curriculum, Discovery Prep provides academic enrichment in the form of special projects and (virtual) field trips.

English Language Learners

Discovery Prep is committed to supporting English learners (ELs) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. The delivery of instruction in full distance format will also include SDAIE strategies in all curricular areas being intentional to include: analyzing material from leveled points of view, activating prior knowledge, using visual and graphic organizers, and regular assessments. The ELD teachers also use constructive conversation placemats to create, clarify, fortify and negotiate ideas.

In addition to tutoring, a designated ELD curriculum, using the *English for Everyone* textbooks, is being used. Integrated ELD is offered across all subject areas. Mango accounts are also being offered to ELs to support English language development, as well as other languages. To ensure EL and LTEL students are showing growth in the area of reading, regularly scheduled lexile level assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support. Bilingual aides are available to pull small groups in the virtual setting for intensive assistance and follow up. In addition, parent check in will occur to provide support, assistance, answer questions, and follow up for low/no contact student participation.

In the ELD class, the teacher explicitly teaches vocabulary using effective strategies that engages students in learning new words—for example, association strategies, imagery, and graphic organizers. Repetition is one of the keys to learning a new word. First, the teacher has students listen to the pronunciation of the new word and at the same time view a picture or an actual object that goes with the word. Second, the teacher has them repeat the word out loud at least three times. Then the teacher has them use the word in a sentence similar to what appears in the material the students are reading. When teaching academic vocabulary using this repetition cycle, the teacher carefully selects a few content-specific words from the readings that are critical to students' understanding of the main concepts, topics, or sub-topics. After developing activities that provide multiple exposures to the words in context, then the teacher presents opportunities for the student to practice using these words. Through the use of a variety of strategies, the teacher scaffolds students' learning of new vocabulary. In order to support students' vocabulary development, the teacher also uses a learning program called *Flocabulary*. Flocabulary uses educational hip-hop music to engage students and increase achievement across the curriculum. The activities included in Flocabulary are vocabulary cards, vocabulary games, read and respond, quizzes and a lyric lab

where students are encouraged to be creative and write their own lyrics using the vocabulary just learned.

The need for English Learners to have language models and to have ongoing opportunities to practice the language with peers is of great importance. Discovery Prep is currently supporting English learners (ELs) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. It also includes SDAIE strategies, analyzing material from leveled points of view, activating prior knowledge, using visual and graphic organizers, observations and regular assessments.

English Language Development (ELD) will be provided through designated and integrated live instructional lessons through:

- Content and language objectives
- Request checks for understanding
- Lessons with ELD support modifications
- Spanish-speaking tutors in class for break-out room support
- Scheduled Spanish-speaking tutor time for classwork support and translations
- Explicit vocabulary instruction student interactions
- Designated and Integrated ELD Assessments

All ELD students will be assigned to an ELD class for English support. The class is designed to teach students the English language. Additionally, the English class textbook program *MyPerspectives* includes ELD support materials such as:

- Summaries of text in Spanish
- Grammar/Vocabulary handouts with lessons written in Spanish
- Audio readings of the text in English where the speed can be adjusted
- Audio readings in Spanish
- Vocabulary words written in English and Spanish with audio in both languages.
- Modified readings separated in chunks of text with summaries for each chunk.

Discovery Prep has been able to continue supporting the families of EL students by informing them of resources available for their children. Discovery Prep holds virtual parent meetings to support families with technology usage, share school information, and provide parent-requested training. Discovery Prep will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses.

Foster Youth and Homeless Youth

- ❑ For students who are foster youth, Parent Liaison, Principal College Counselor and Dean of Discipline connect with students and families to ensure the foster youth have what they need to be successful during remote learning, including connecting them to devices and hotspots and providing school supplies as needed. Discovery Prep's team will help resolve issues with distance learning and access to curriculum and instruction in a virtual meetings, or in person, as needed
- ❑ The social emotional needs and well-being of our vulnerable populations (students in foster homes, students who are homeless, etc.) is something of great concern. Supports for students in foster care, students experiencing homelessness include:
 - ❑ McKinney Vento (homeless) and foster youth liaison at each school who is responsible for monitoring the grades and attendance. If the child is having difficulties, they will reach out to a variety of sources to provide the necessary assistance. Some of the assistance includes mental health counseling, supplies, clothing, school supplies, hygiene supplies.
 - ❑ Parent liaison reaches out to all families who may be experiencing a barrier to their child's education. She looks into different supports for the families (food, shelter, online access, clothing, school supplies, hygiene supplies.
 - ❑ Professional development for both certificated and classified staff in how to support our vulnerable students remotely
 - ❑ Discovery Prep will make all efforts to connect families with an internet connection in order for families and students to access resources. If internet options are impossible, Discovery Prep will work with families and students to gain physical copies of all assignments and resources.

We are currently providing support using the following tools:

- ❑ " Instructional videos
- ❑ " Online access to educational programs
- ❑ " Virtual live sessions
- ❑ " Parent consultation
- ❑ " Zoom

Chart from Teachers Describing Strategies being used now during Distance Learning

Below is a chart that teachers use when lesson planning. It demonstrates the versatility and sophistication of our teachers in the way they transferred to Distance Learning. We have a blend of new teachers as well as expert level teachers that did a

great job of collaborating to ensure DP students would have a positive Distance Learning experience.

Mental health and stability have been challenged; as a result our focus is on assuring DP families are taken care of. A team of staff was created (parent liaisons, office staff, student success coach, DIS Counselor, Academic Counselor and Assistant Principal) to check in with families and at-risk students on a daily basis where solutions and or resources are provided.

Strategies are woven into all students because of the demographic of students we serve.

Suggested Options to provide better support	How online learning is addressing all at-risk. Students (EL's, LTEL's, Special ED and Foster Youth	Sources and/or platforms
Preferential seating	Students learn in front of a computer and the family chooses the learning environment.	Laptops Virtual environment Chromebooks
Reminders to stay on task Task List	Teacher sends student email reminders about missing assignments, as well as copies of their grades. Students receive verbal and written reminders about what it is due. Students receive an agenda for each zoom session.	Email Google Classroom Zoom

Use of visuals	Classes are using many videos for students to watch. These videos may be replayed multiple times allowing the student to take notes and work at her own pace. Students can also reach out to instructors for additional resources for supporting gaps.	YouTube videos Various Videos Corresponding worksheets PBS Google Questions Readingcounts.com Audible.com Email Nearpod EdPuzzle Google Slides Commonlit.org Ver-taal in Spanish. Khanacademy.org Deltamath.com Kahoot.it Kuta.com IxI.com
Graphic organizers for writing assignments	Visual displays or charts are provided to students during their distance learning instruction. Teacher generated graphic organizers are used to scaffold and support student learning.	Google Doc Readingcounts.com Audible.com Email EdPuzzle Nearpod
Check for understanding	Teacher checks for understanding during lessons, collaborates with Resource teacher in and out of the virtual classrooms in order to ensure understanding, Teacher sends emails and private chats to check for understanding.	Zoom Gmail Google classroom
Calculator	Calculators are embedded in math programs	Khanacademy.org Deltamath.com Kahoot.it Kuta.com

		ixl.com
Follow Behavior support plan, a break every 15 mins or as needed (up to 3mins)	Work is done at a student's own pace. There are many lessons and/or tests that can be stopped at any time. Students can take a break whenever needed. Students should note to save after each question so that if she closes the browser or waits too long to complete a test or a quiz, she would not lose their work.	EdPuzzle Nearpod PBS CommonLit.org Google Slides Google Questions
Re-Teach	Student is allowed to go over lessons/materials with Resource teacher during office hours and/or afterschool	Zoom Meetings Google Hangouts
Support with Task structuring	Teacher scaffolds lessons in order to improve student engagement	Zoom Google classroom Various Videos Corresponding worksheets PBS CommonLit.org Google Questions
Build Positive Rapport	Teachers are available during office hours via zoom and via email all other times. Teachers lead social emotional lessons every Friday.	Zoom Emails Google classroom
Positive reinforcement to help improve compliance	Use of PBIS rewards for engagement, responsibility, respect, kindness, being on task and punctuality. Student of the month. Positive responses in assignments verbally in zoom, comments and emails and assignments. Reactions/Chat on Zoom	Zoom Email Google classroom Phone calls home PBIS Rewards

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

Description	Total Funds	Contributing
Continue to provide staffing to support a rigorous academic program that includes credit recovery for at-risk youth in grades 9-12.	\$ 921,109	Y
Purchased various educational technology platforms to support in-person and remote instruction, and provide an effective curriculum for students to master California content standards including both digital and print media.	\$ 150,000	Y
Purchase and maintain equipment for student use that includes laptops, software, and other digital tools to prepare them to meet the rigors of state standards and be prepared for 21st century careers during both distance learning and in-person learning.	\$ 50,000	Y
Teachers and Administrators will participate in professional learning opportunities focusing on distance learning and engagement strategies utilizing various software applications to mitigate learning loss and promote student achievement.	\$ 6,000	N
Discovery Charter Preparatory School’s Food Services Program will provide meals that follow all appropriate guidelines provided by the United States Department of Agriculture Schools Meal Program guidelines Food service workers will wear gloves and face coverings at all times. During Distance Learning, “Grab-N-Go” meals for the entire week will be handed out twice a week for all students.	\$ 40,000	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.]

Pupil Learning Loss

Discovery Prep acknowledges the need to both diagnose and address learning needs of students through:

- ❑ The early use of diagnostic tools in ELA and math;
- ❑ Periodic monitoring of learning loss and/or growth
- ❑ Differentiating instruction to allow for remediation and acceleration
- ❑ A systematic approach to intervention and multi-tiered systems of support

Diagnostics

For several years, Discovery Prep has used the Illuminate interim assessments as diagnostic tools to see where students are in mastering the state standards. Additionally, Edutastic offers free diagnostic tests that both the Math and ELA teachers will use towards the beginning of the year to see how large the learning gap is as a result of the previous year. Discovery Prep will continue to use the tools to assess learning gaps and create a plan based on the data given. Discovery Prep will continue to utilize the initial ELPAC and the optional summative ELPAC assessment to assist in identifying learning loss in academic skill.

Assessments

Illuminate interim assessments will be used to assess students in ELA and Math and results will inform instructional support and measure student growth. Illuminate assess specific skills and target areas of need and focus for each student. In addition, teacher-created formative assessments will be administered on a regular basis to assess student learning. Assessments will be conducted 3 times a year – September, December and May. Illuminate diagnostic assessment conducted in August will provide teachers with the most current data on student learning. Based on this assessment data, teachers will identify where each student's strengths and focus areas lie. Illuminate offers diagnostic charters to help teachers organize and analyze areas of need and growth.

Teachers will also provide curriculum assessments both teacher-made and textbook-made assessments. These tests will be compared with the Illuminate assessments to get better data on learning gaps, and learning speeds in a distance learning environment. Observations by teachers and administration will also be taken into account regarding testing data. Writing samples, projects, collaborative work, or even brief verbal check-ins will be analyzed to assess student comprehension and progress toward their learning goals.

It should be noted that Discovery Prep will take into consideration the Well-being and safety of students and its effects on testing. Learning cannot take place until students feel safe. Some students have been disproportionately impacted by distance learning. To determine student and teacher needs with access and equity in mind, Discovery Prep will monitor what stakeholders have access to during their distance learning. Items to look for include the following:

- Is the internet adequate to not drag out testing time,
- A quiet place to work or noise-canceling headphones,
- Access to COVID testing, and Food security,
- Trauma due to poor homelife, COVID, death, etc.,
- Are there people, animales, etc. unavoidably in the work area,
- Are students in a position to cheat on the test without the teacher being able to see.

Differentiation

Discovery Prep will continue to utilize the initial ELPAC and the optional summative ELPAC assessment to assist in identifying learning loss in academic skills as well as language development skills for all English Language Learners. Discovery Prep's ELD teacher will collaborate with teachers from general education classes to support teachers with specific strategies to use for ELs in remote instruction and to guarantee that there is daily integrated and designated ELD at all levels

Discovery Prep provides the ELD teacher with designated and integrated professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations. The ELD teacher will help general education teachers in modifying instruction in regards to the limitations and difficulties that come with distance learning. The ELD teacher focuses on vocabulary, writing, reading, listening, and speaking skills.

Vocabulary Development

In the ELD class, the teacher explicitly teaches vocabulary using effective strategies that engages students in learning new words—for example, association strategies, imagery, and graphic organizers. Repetition is one of the keys to learning a new word. First, the teacher has students listen to the pronunciation of the new word and at the same time view a picture or an actual object that goes with the word. Second, the teacher has them repeat the word out loud at least three times. Then the teacher has them use the word in a sentence similar to what appears in the material the students are reading. When teaching academic vocabulary using this repetition cycle, the teacher carefully selects a few content-specific words from the readings that are critical to students' understanding of the main concepts, topics, or sub-topics. After developing activities that provide multiple exposures to the words in context,

then the teacher presents opportunities for the student to practice using these words. Through the use of a variety of strategies, the teacher scaffolds students' learning of new vocabulary. In order to support students' vocabulary development, the teacher also uses a learning program called *Flocabulary*. Flocabulary uses educational hip-hop music to engage students and increase achievement across the curriculum. The activities included in Flocabulary are vocabulary cards, vocabulary games, read and respond, quizzes and a lyric lab where students are encouraged to be creative and write their own lyrics using the vocabulary just learned.

Writing Skills Development

Because students are at different levels in their writing skills development, the teacher uses differentiated instruction. For beginning writers, it is important to support students in developing and communicating ideas first and worrying about correct grammar and spelling later. Beginning writers may simply draw pictures and label things. Over time they may begin to write one or two short sentences, though there may be problems with word order and they are likely to write only in present tense. These are the strategies that the ELD teacher uses to support beginning English Language Learners in writing:

- Allow the student to talk with someone about an idea before writing to activate needed ideas and vocabulary.
- Provide writing scaffolds such as sentence starts and sentence frames.
- Use dialogue journals (between teacher and student) to help promote fluency.

Intermediate writers will be able to write a number of sentences in a fairly organized sequence. They may be able to express all their ideas comfortably, but still lack the diverse vocabulary needed for fine shades of meaning. They can usually use several tenses in their writing, but may often make minor grammatical errors, such as leaving off the –s for third person singular verbs. These are the strategies that the ELD teachers uses to support intermediate English Language Learners in writing:

- Help students learn to combine two short sentences into one longer sentence to add sentence variety.
- Do mini-lessons focused on using precise vocabulary. Have students use vocabulary bubble maps to write main ideas and details, pre-writing, word analysis, concept mapping, and background knowledge collection.

Reading Skills Development

In order to help students make meaning of text, the ELD teacher provides opportunities to focus on comprehension strategies. These strategies include previewing, predicting, monitoring and questioning, making connections and summarizing.

Listening Skills Development

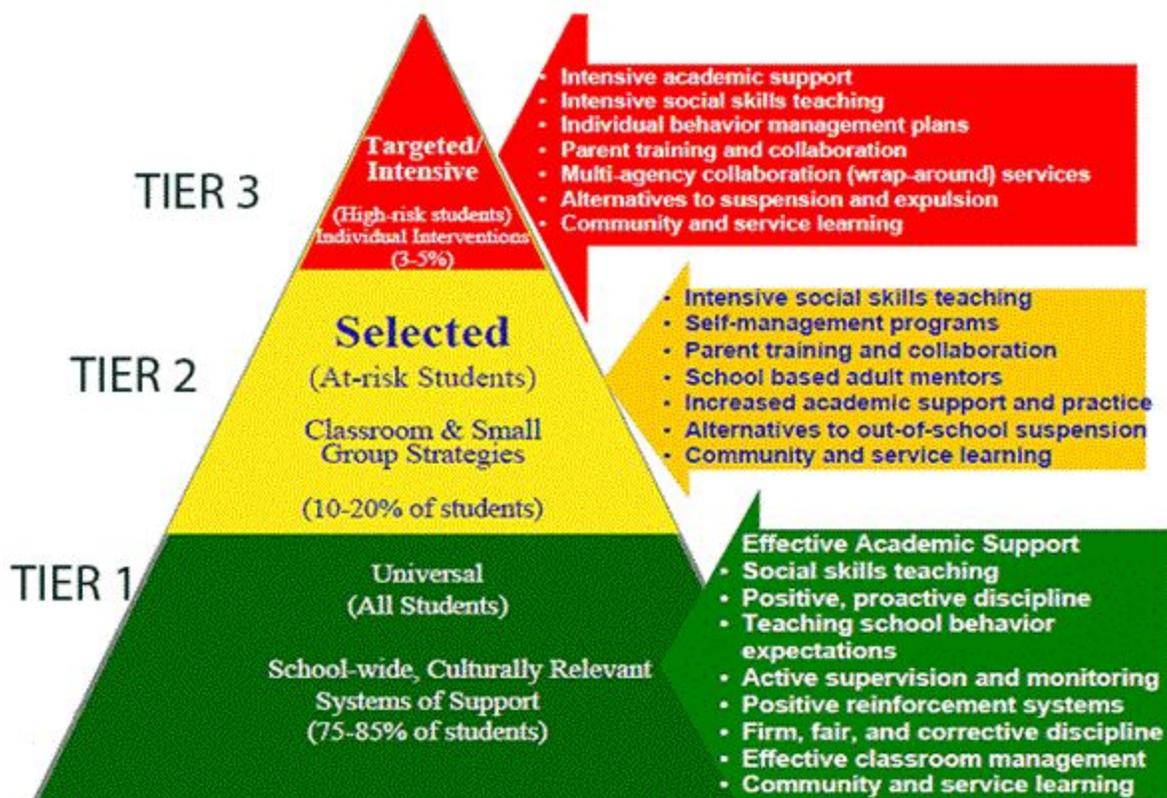
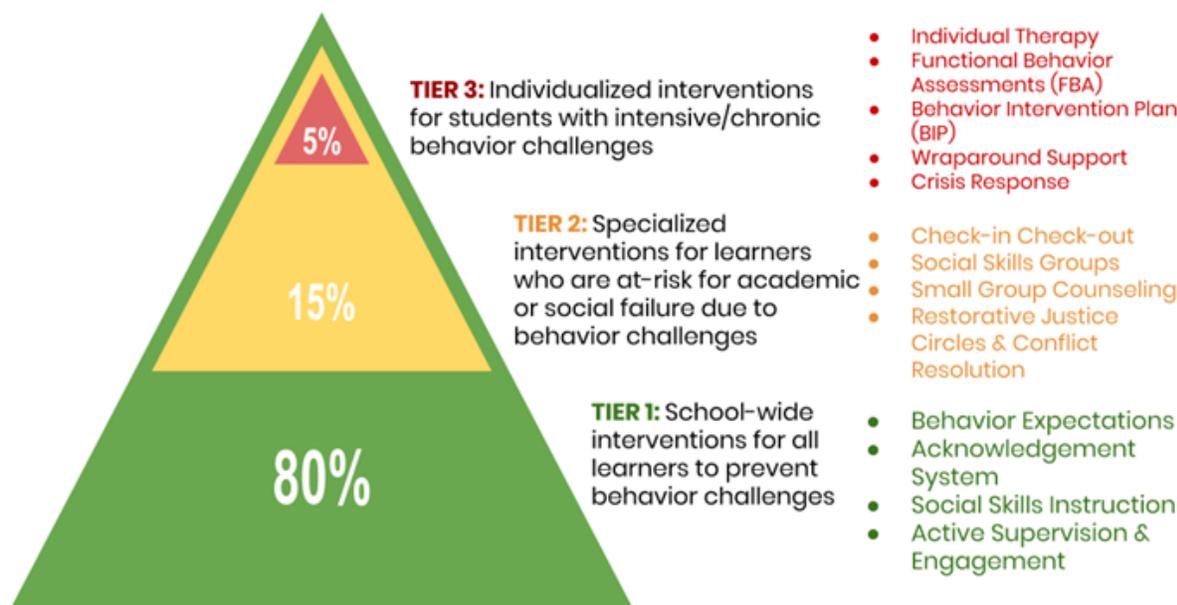
The ELD teacher facilitates the development of listening skills by guiding the learner through three stages: pre-listening, the listening task, and post-listening. The pre-listening activity establishes the purpose of the listening activity and activates the schemata by encouraging students to think about and discuss what they already know about the content of the listening text. This activity also provides the background needed for them to understand the text, and it can focus attention on what to listen for. The listening task involves the listener getting information and immediately doing something with it. The post-listening activity helps the listening to evaluate success in carrying out the task and to integrate listening with the other language skills.

Speaking Skills Development

In order to help students develop their speaking skills, the teacher uses constructive conversation placemats to create, clarify, fortify and negotiate ideas. The teacher shows students a picture or painting. The students then follow the conversation placemats along with a classmate to create, clarify, fortify and/or negotiate ideas about the image. Furthermore, students are able to practice their speaking skills more during after school tutoring.

Supports for students with IEPs include Ed. Specialists and related service providers to provide continuity of learning to the greatest extent possible. In person assessments when viable following health guidelines and safety mitigation. Special Education Coordinator, teacher and aides work collaboratively with core content teachers to provide access to lessons and activities as indicated in IEP. Provide professional development for Education Specialists, Service Providers, and Instructional Aides to ensure staff is proficient remote instruction

MTSS



Discovery Prep will be implementing the Multi-Tiered System of Support (MTSS) to support the potential learning loss due to COVID-19. MTSS is an integrated and comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of the systems necessary for all students academic, behavioral, emotional, and social success. The MTSS will include a system of support for students in vulnerable populations.

In order to address pupil learning loss, the MTSS will focus on the following:

- ❑ Students will be put into similar needs groups in classes with a tutor to shadow teachers' lessons so that they can help the students after school during tutoring. Teachers will also provide added support for at risk students and work with tutors to provide the best possible support.
- ❑ Teachers will also provide focused small group instruction during core instruction to ensure that students are mastering the priority standards being taught. Small group instruction can be achieved through Zoom's breakout rooms.
- ❑ Small group instruction will be provided in both English Language Arts and Math to each student at least 2 times per week.
- ❑ Student Participation in Learning will also be scored on a Discovery Prep's adopted rubric and will be graded and put in Google Classroom or PowerSchool.
- ❑ Administration will pull regular reports from Powerschool to monitor learning loss.
- ❑ Monitor school culture to ensure students feel safe and have the optimal learning environment.

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.]

Pupil Learning Loss Strategies

The actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed are:

- ❑ Personalized learning and online intervention learning paths in ELA/Math
- ❑ Robust intervention and acceleration
- ❑ Remedial and intervention support digital programs

- ❑ Tutoring sessions both in-class and after school
- ❑ Best practice training for all teachers and staff such as: checking for understanding, KWL charts, graphic organizers, feedback surveys, and informal/formal diagnostic assessments.

In order to address pupil learning loss, Discovery Prep will focus on the following:

Assessments • Diagnostic assessments will be used to assess students in ELA and Math and results will inform instructional support and measure student growth.

- ❑ Assessments will be conducted 3 times a year - August, December and May). – The August ILLUMINATE diagnostic assessment will provide teachers with the most current data on student learning.
- ❑ Based on this assessment data, teachers will identify where each student’s strengths and focus areas lie.
- ❑ Students will be put into similar needs groups in classes with a tutor to shadow teachers’ lessons so that they can help the students after school during tutoring. Teachers will also provide added support for at risk students and work with tutors to provide the best possible support.
- ❑ Teachers will also provide focused small group instruction during core instruction to ensure that students are mastering the priority standards being taught.
- ❑ Small group instruction will be provided in both English Language Arts and Math to each student at least two times per week
- ❑ Student Participation in Learning will also be scored on a Discovery Prep adopted rubric and will be graded and entered into the gradebook. in either Google Classroom or PowerSchool.
- ❑ Administration will pull regular reports from Administration will pull regular reports from each database and share with the teachers and students of monitoring student progress.
- ❑ Each database and share with the teachers and students of monitoring student progress Professional Development will be provided for areas that come up from analyzing data results and virtual walkthroughs. This will identify standards and skills that students need additional instruction with or possibly need extension or enrichment.

In order to best support students with special needs during distance learning, our Special Education Director has given special training to teachers in digital resources to help achieve IEP requirements. Some of these tools include:

- ❑ Text-to-speech/speech-to-text
- ❑ Reading Rulers
- ❑ Highlighting Tools

- Color overlays
- Audio Amplifications
- Fonts for students with Dyslexia
- Summarizers

The planned actions and services provided support for our unduplicated population of students (Socioeconomically Disadvantaged, English Learners and Foster Youth) through additional counseling, in-class support, credit retrieval access, and free access to the internet.

Providing Chromebooks and technology/internet support for all students insured equity among students accessing resources, curriculum as well as the tools to assist identification of at-risk students. In order to achieve this Discovery Prep provides 1:1 Chromebooks for all students. For the upcoming school year, Discovery Prep will be purchasing an updated set of Chromebooks in order to make sure every student is able to access the curriculum in the best way possible.

Discovery Prep's efforts, to work on academic and socio-emotional areas simultaneously, and to support time for teachers to plan instructional improvements to improve school climate and conditions to further student learning in a safe environment and promote and support the building of a stronger academic, behavioral and social-emotional support system at school for all students.

All students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Foster Youth and Students with Disabilities), have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. Extra funds were used to purchase materials to support students school wide in access materials online. Some materials include:

- Nearpod, EdPuzzle, Gizmos, Flipgrid, Flocabulary, Kami, etc.
- Computer monitoring software: GoGuardian
- English/Science interactive textbooks
- Savvas *CA MyPerspectives*
- CA Experience Chemistry*
- CA Experience Biology.*
- English for Everyone*
- English SSR reading books

Funds were used to hire extra tutors for the school. Tutors are paired with teachers and observe classes to better understand assignments being given. Students are assigned to tutors and teachers as needed to help them complete work in class. Lunch-and After-School Tutoring is mandatory for all students who are failing a class. They are assigned a day and time,

usually 30 minutes to 60 minutes two times a week until the grade improves to 75 percent. Students are also encouraged to take advantage of tutoring even when they are not failing.

Discovery Prep continues to offer support counselors for mental wellness of all our students. At this current time, the hours of our counselors is sufficient to help all students at the school. Students needing additional help, whether academically or emotionally, are referred to the RTI process for further support.

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.]

Discovery Prep acknowledges the need to both diagnose and address learning needs of students through:

- The early use of diagnostic tools in ELA and math;
- Periodic monitoring of learning loss and/or growth
- Differentiating instruction to allow for remediation and acceleration
- A systematic approach to intervention and multi-tiered systems of support

Diagnostics

For several years, Discovery Prep has used the Illuminate interim assessments as diagnostic tools to see where students are in mastering the state standards. Additionally, Edutastic offers free diagnostic tests that both the Math and ELA teachers will use towards the beginning of the year to see how large the learning gap is as a result of the previous year. Discovery Prep will continue to use the tools to assess learning gaps and create a plan based on the data given. Discovery Prep will continue to utilize the initial ELPAC and the optional summative ELPAC assessment to assist in identifying learning loss in academic skill.

Assessments

Illuminate interim assessments will be used to assess students in ELA and Math and results will inform instructional support and measure student growth. Illuminate assess specific skills and target areas of need and focus for each student. In addition, teacher-created formative assessments will be administered on a regular basis to assess student learning. Assessments will be conducted 3 times a year – September, December and May. Illuminate diagnostic assessment conducted in August will provide teachers with the most current data on student learning. Based on this assessment data, teachers will identify where each student's strengths and focus areas lie. Illuminate offers diagnostic charters to help teachers organize and analyze areas of need and growth.

Teachers will also provide curriculum assessments both teacher-made and textbook-made assessments. These tests will be compared with the Illuminate assessments to get better data on learning gaps, and learning speeds in a distance learning environment. Observations by teachers and administration will also be taken into account regarding testing data. Writing samples, projects, collaborative work, or even brief verbal check-ins will be analyzed to assess student comprehension and progress toward their learning goals.

It should be noted that Discovery Prep will take into consideration the Well-being and safety of students and its effects on testing. Learning cannot take place until students feel safe. Some students have been disproportionately impacted by distance learning. To determine student and teacher needs with access and equity in mind, Discovery Prep will monitor what stakeholders have access to during their distance learning. Items to look for include the following:

- Is the internet adequate to not drag out testing time,
- A quiet place to work or noise-canceling headphones,
- Access to COVID testing, and Food security,
- Trauma due to poor homelife, COVID, death, etc.,
- Are there people, animales, etc. unavoidably in the work area,
- Are students in a position to cheat on the test without the teacher being able to see.

Differentiation

Discovery Prep will continue to utilize the initial ELPAC and the optional summative ELPAC assessment to assist in identifying learning loss in academic skills as well as language development skills for all English Language Learners. Discovery Prep's ELD teacher will collaborate with teachers from general education classes to support teachers with specific strategies to use for ELs in remote instruction and to guarantee that there is daily integrated and designated ELD at all levels

Discovery Prep provides the ELD teacher with designated and integrated professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations. The ELD teacher will help general education teachers in modifying instruction in regards to the limitations and difficulties that come with distance learning. The ELD teacher focuses on vocabulary, writing, reading, listening, and speaking skills:

MEASURING EFFECTIVENESS

In order to measure the effectiveness of pupil learning loss strategies Discovery Prep will do the following:

- ❑ Generate weekly reports to monitor student participation and work completion. Based on the weekly reports, site administrators will work with teachers to support students and families.
- ❑ Administrators will be co-teachers in their teachers' Google Classrooms and support feedback provided to students.
- ❑ Virtual classroom walkthroughs will be conducted by site administrators to monitor.
- ❑ Administration will provide feedback and support to their teaching staff based on classroom Walkthrough trends and observation.
- ❑ Professional time is set aside to review, assess, and plan, using student work, assessment data, priority standards, and proficiency scales
- ❑ Ongoing teacher-based formative assessment and analysis of individual student work and progress towards mastery of proficiency will provide evidence that any learning loss a student may have experienced has been or is being addressed.
- ❑ Review of diagnostic tests to target learning loss and create a curriculum plan to address high-needed standards.
- ❑ Review and analysis of results of the Illuminate Interim tests to target struggling standards and potential learning loss.
- ❑ PD will be provided for areas that come from analyzing data results and virtual walkthroughs. This will identify standards and skills that students need additional instruction with or possibly need extension or enrichment.
- ❑ Virtual classroom walkthroughs will be conducted by site administrators to monitor I Administration will provide feedback and support to their teaching staff based on classroom walkthrough trends and observations.
- ❑ Students 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. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.
- ❑ Students will also complete social and emotional surveys so teachers and support staff can address the needs of the students and teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal mental health issues.

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

Description	Total Funds	Contributing
Provide academic tutoring to address learning loss and accelerate progress to close learning gaps.	\$ 100,000	Y
Provide additional services to unduplicated students.	\$ 25,000	Y
Purchase a monitoring system to support high needs student progress and identify needed changes to instruction.	\$ 5,000	Y
Purchase and maintain equipment for staff use that includes laptops, software, and other digital tools to support students in meeting the rigors of state standards and preparing them for 21st century careers during both distance learning and in-person instruction.	\$ 40,000	Y
Provide Stipends to Technology Coaches who assist staff with various on-line programs and platforms.	\$ 15,000	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.]

Mental Health and Social and Emotional Well-Being

Mental health and stability have been challenged; as a result, our focus is on assuring DP families are taken care of. A team of staff was created: parent liaisons, office staff, student success coach, DIS Counselor, Academic Counselor and Dean of Discipline to check in with families and at-risk students on a daily basis. This team is responsible for checking in with all students and families to keep Administration updated in order to support them with solutions and/or resources. There is a need to incorporate mechanisms to identify students in crisis and offer tier supports. Offering all students social-emotional curriculum and teachers professional development in its inclusion within the school day.

The School Counselor has created a website with resources and tools available for students to access. The emotional support counselor continues to give training in mental health and wellness to faculty and staff. During the weekly pd meetings, the counselor also asks questions to gain feedback from staff observations about students' mental health. Teachers are encouraged to let the counselor and the Dean of Discipline know of any student concerns they may have. These students receive an extra wellness check-in to assess needs. Our emotional support counselor meets with this group of students individually weekly or biweekly to simply follow up and provide that additional support, or simply follow up. Many teachers have found ways to informally gain private feedback by students about their mental health. An example is a Wellness Journal students fill out independently on how they are feeling and what proactive steps they are taking at home to improve their situation. Discovery Prep will continue to reach out to students and staff to develop trainings and services to address mental health.

Discovery Prep is actively searching for resources in the community and presenting them to our parents.

Discovery Charter Preparatory Discipline Policy

Discovery Charter Preparatory School is committed to providing safe classrooms and a healthy school environment. Every student has the right to learn in an environment that supports his or her well-being. Every educator has the right to teach in a setting that is free from disruption and obstacles that impede learning. Every employee has the right to work in a safe and respectful atmosphere. The Discipline Foundation Policy establishes a consistent plan for developing, refining, and implementing a culture of discipline built on positive behavior.

(Bulletin BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support.) This document introduced changes to the policy and provided a framework for incorporating those changes.

Traditional models of school discipline tend to be reactive, resulting in punitive consequences. Discovery Charter Preparatory current policy represents a proactive approach to discipline, one that promotes appropriate student behavior, increased learning opportunities, and Restorative Justice Practices.

During Virtual Classes:

Office Referral #1

A meeting between the student and an administrator will be held. Possible further actions: Administrator's discretion.

Office Referral #2

A meeting between the student, administrator and teacher will be held. Possible further actions: Administrator's discretion.

Office Referral #3

A meeting between the student, administrator, teacher and parent will be held. Possible further actions: Administrator's discretion.

Office Referral #4

The student will be placed on a written academic & behavioral contract. Possible further actions: Administrator's discretion.

Office Referral #5

The student will be placed on a written academic & behavioral contract with daily Check in and Check out is required.

Immediate Removal from Virtual Classroom

There are certain criteria that allow a teacher to send a student to the office immediately, even before parents have been notified of academic and behavioral issues. The following is a list of examples of behaviors that warrant an immediate referral to the office. If a student is engaged in any of the following, in class or out of class, teachers must remove the student from the classroom notify administration. In these instances, the student loses the right to proceed through the progressive disciplinary procedures. Severe misbehavior requires

immediate removal from the classroom. Please be advised that this is not a comprehensive list.

- ❑ **Alcohol/Drugs:** It is unlawful for any pupil to possess, use, sell or otherwise furnish or be under the influence of any drug, alcoholic beverage, or an intoxicant of any kind or arranged to sell a “look-alike” controlled substance.
- ❑ **Bullying:** Students shall not bully, intimidate, or harass other students or school employees. DP will not tolerate any behavior that infringes on the safety of any student. A student shall not intimidate or harass another student or school employee through words or actions
- ❑ **Repeated Defiance of Authority:** All pupils shall comply with regulations, pursue the required course of study and submit to the authority of school personnel. This includes repeated refusal to obey instructions. This includes verbal and gestural acts, such as verbally attacking, degrading a teacher, habitual sarcasm, defiance where a student refuses to acknowledge a teacher’s authority in the classroom or refuses to obey requests.
- ❑ **Drug Paraphernalia:** It is unlawful to possess, offer, arrange or negotiate to sell any drug paraphernalia.
- ❑ **Harassment:** No student shall harass, intimidate, or threaten another student who is a complaining witness or a witness in a school disciplinary action, or intentionally harass, threaten or intimidate student(s) to the extent of disrupting class work, creating disorder or creating a hostile environment. This includes harassing, threatening, intimidating other students, teachers, school personnel, and school visitors. This includes verbal and gestural acts, such as verbally attacking, degrading a teacher, habitual sarcasm, defiance where a student refuses to acknowledge a teacher’s authority in the classroom or refuses to obey requests.
- ❑ **Hate Violence/Hate Motivated Behavior:** No pupil shall cause, attempt to cause, threaten to cause, or participate in an act of hate violence against another person because of race, ethnic background, national origin, religious belief, disability, economic disadvantage, sex or sexual orientation.
- ❑ **Hazing:** Any student engaged in hazing is subject to suspension, expulsion, and prosecution for a misdemeanor punishable by a fine between \$100 and \$500, or imprisonment in county jail for up to one year, or both.
- ❑ **Sexual Harassment:** A pupil may not sexually harass or intimidate another student.
- ❑ **Imitation Firearms:** Imitation firearms include: BB devices within the definition of imitation firearms. Penal Code 12556 makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school.

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

Pupil and Family Engagement and Outreach

The following are the standards of a successful and fully engaged classroom experience:

- ❑ Attendance: Students are expected to come to class on a regular basis. Absences negatively affect a student’s academic and social progress.
- ❑ Punctuality: Students are expected to come to class on time and be in their assigned seats and working on the daily Review and Preview (RAP) before the second bell has rung.
- ❑ Focus: Students are expected to come to class focused. This includes focusing ahead of time on bringing the appropriate materials to class and maintaining a positive and focused attitude toward achieving the learning goals in class.
- ❑ Effort: Students are expected to give their best effort in class by answering, questioning, commenting, and striving to give a good faith and honest effort to achieve the daily learning goals
- ❑ Respect: Students are expected to be respectful of others, themselves, class rules, and property. Students should strive to be cooperative, helpful, and active participants in class.

Positive Behavioral Interventions & Supports

Positive Behavioral Interventions & Supports (PBIS) is defined as a “multi-tiered prevention framework guiding the implementation and sustainability of evidence-based interventions to meet the academic, behavior and social-emotional needs of all students.” PBIS is our behavioral support system that focuses on teaching students the importance of positive behaviors, smart decisions and better choices through appropriate recognition and consequences.

Rewards

Discovery Charter Preparatory School staff implements the PBIS (Positive Behavior Interventions & Supports) Rewards system. PBIS Rewards is an electronic token system that has proven to help create a positive climate in which every student can learn and grow

academically. It is an evidence-based framework used by schools to improve school culture and student behavior, promoting a safe environment for learning. This framework supports students who display exemplary behaviors that are aligned with the schools Mission, Vision and Student Learning Outcomes. School-Wide Rewards can be redeemed monthly while individual teacher rewards can be redeemed immediately. Discovery Prep strives to create a positive learning environment that gives students clear expectations on how to be safe, be respectful and responsible. Teachers may also have more detailed and specific class rules that students are to be aware of and follow. Teacher rules are supported by their individual class stores, prizes range from positive phone call/email home, gift cards to Late homework pass. These incentives vary from teacher to teacher but the consistency to distribute positivity is tracked so that teachers make an effort to distribute evenly across their students.

Engagement Supports/Strategies

Our school nutrition programs are most essential for our students' ability to learn. Followed by the assurance that all students have access to an electronic device (Chromebook) and reliable internet service, so that they can engage in learning (due to ongoing school closures and remote instruction). Now that these are in place we focus on attendance. During Distance Learning every student is expected to log in to class on a daily basis, unless there are issues with the internet or zoom access. Students are expected to notify us during the assigned class period at (818)897-1187 or via e-mail at info@discoveryprep.org.

When students attend school regularly, they improve their grades, they improve on standardized tests scores, and they are more likely to attend college. It is our responsibility to teach students the importance of attendance now so they are prepared for the future.

Discovery Prep will begin the 2020/21 school year 100% online with a goal of transitioning to in-person instruction when deemed viable. The remote instruction model is designed to mirror as close as possible the schedule that students will transition to when the Discovery Prep returns to in-person instruction. Discovery Prep will ensure that all students have equitable access to adopted materials and curriculum through the distribution of adopted textbooks and provided devices.

Essential standards and skills will be taught throughout the course of the year. To achieve this, classroom teachers will work to ensure appropriate lesson planning and pacing standards/skills; and lesson planning and delivery of high-quality remote instruction.

Discovery Prep is providing targeted professional development to training teachers on several interactive programs to ensure an equitable and engaging learning environment for students. These include:

- Zoom
- EdPuzzle
- Nearpod
- Flipgrid
- MentiMeter
- Kahoot!
- Padlet
- Google Classroom
- PBIS Rewards

PBIS Rewards training took place over the summer to ensure all teachers understand Positive Behavioral Interventions & Support available to them, during this virtual setting. This foundational work is key to optimize distance learning interactions between students and teachers. It helped create a system that would limit disruptions and allow time to be spent learning. It helped develop clear expectations and establish norms in a virtual setting like they would have if they were in a in person classroom setting.

Teachers collaborated regularly to share what they have learned while learning these interactive programs that are currently being rolled out during our professional development meetings. Weekly faculty time is embedded to ensure that grade/subject level teams and administrators will review diagnostics and ongoing assessment data for the purpose of identifying learning gaps, planning instruction, and determining appropriate interventions. Administrators will help to ensure continuity of high-quality instructional delivery through a system of virtual walkthroughs, providing feedback to teachers.

Strategies for student reengagement

A structured daily schedule that defines instructional blocks and periods; and delineates times of live instruction and independent activity to establish continuity across classrooms

Inclusion of small group and one-on-one instruction within the daily schedule to address intervention and enrichment

To identify students that are not engaging in instruction and are at risk of learning loss, Discovery Prep will implement the following tiered procedures for reengagement.

TIER 1

- Use the weekly student attendance to track student participation.
- Identify at-risk students from staff and faculty.
- Identify students who missed 60% or more participation days during the given week.
- Contact students and parents regarding academic progress and attendance.

- Translate documents as needed/use a translator as needed.

Action: Parents are called by the teacher, admin or office staff.

TIER 2

Hold virtual meetings/in person meetings with students and parents/guardians for habitually low participation students (Zoom meetings/Google meets meetings with Parents).

- Identify students who missed 60% or more participation days during the given week.
- Use an excel tracker to document supports & outreach to parents/guardians.
- Virtual or in person SST Team meeting with Admin and Teachers.
- Create an academic plan to support best practices tailored to the student needs.
- Conduct Zoom meetings/FaceTime meetings with Parents.
- Translate documents as needed/use a translator as needed.
- Use mailers or flyers to inform parents of their child's low participation.
- Repeat steps for habitual students.

Action: Parents conferences are created by the teacher, admin or office staff.

TIER 3

Hold regularly scheduled virtual meetings with students and parents/guardians for habitually low participation students (Zoom meetings/Google meets meetings with Parents).

- Continue with the academic student support.
- Use an excel tracker to document supports & outreach to parents/guardians.
- Reassess with a virtual or in person SST Team meeting with Admin and Teachers.
- Monitor the academic plan progress created to support best practices tailored to the student needs.
- Make direct contact with parents of students with low participation offer Counseling Services to attempt to reflect on the root of the struggle and create a plan.
- Conduct Zoom meetings/Google meets meetings with Parents.
- Certified mailers sent home to schedule virtual/ in person meetings.
- Translate documents as needed/use a translator as needed.
- Repeat steps for habitual students.

Action: Regularly scheduled SST Team meetings with Admin. Teachers followed by regularly scheduled Parent conferences are created to support & monitor engagement and eliminate learning loss.

[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.]

School Nutrition

- ❑ Discovery Prep serves 94% of students with Free and Reduced Lunches.
- ❑ These families rely on Discovery Prep for meal service and the need to continue to grow as we begin the 2020-2021 school year. Meals will be available to all Discovery Prep students from the National School Breakfast and Lunch Programs.
- ❑ During Distance Learning (Mondays and Thursday from 7:30a.m.-10a.m.) Monday, meals for three days will be distributed, Thursdays for two days. Families will receive one meal kit per student enrolled at Discovery Prep. Student names will be recorded by staff and later entered into our Mealtime reporting system. Once we transition to a hybrid model, grab and go meals will be delivered to classrooms at mealtimes.

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

Section	Description	Total Funds	Contributing
Mental Health	Mind Up, a program that helps children create greater brain health through mindfulness practices. Working with neuroscientists, it is shown that meditation offers a way to change brain chemistry. Through the MindUP program in schools, the program has demonstrated that if students take two minutes for a brain break three times a day, optimism in the classroom goes up almost 80 percent. On the playground, aggression goes down about 30 percent. The curriculum offers techniques to manage both emotions and behavior.	\$ 10,000	Y
Engagement	Update the School's website to enhance communication between staff, students, and parents.	\$ 5,000	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
26.60%	\$ 490,591

Required Descriptions

[For the actions being provided to an entire school, or across the entire school Discovery Prep 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.]

Discovery Prep, first and foremost, looked at how to help the needs of our English Learners, foster, homeless, and socially economically disadvantaged students in the areas of learning gaps, social emotional wellness, and curriculum access. Though stakeholder feedback, several key areas were needed in order to best suit the needs of these student groups. They were:

- Access to technology
- Various technological tools for achievement gaps
- Professional development for teachers
- Counseling services

Students at Discovery Prep have a ratio 1:1 for Chromebooks and have been using Google Classroom for assignments since 2018. This was a real advantage once we transitioned to Distance Learning for both students and teachers. One difficult challenge was to get free internet for all students. Thankfully, Spectrum donated internet service for all students and families, regardless of their economic status. If there was a problem with any student's internet, Discovery Prep's staff took care of it immediately.

The achievement gap widens for low- income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grade 9, we can prepare struggling students to meet state academic standards, so they are well prepared for high school and success in college and career

Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support (PBIS). EDI is used to help teachers design lessons that engage students of all performance levels; Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend in class learning. Discovery Prep gives Distance Learning Training for teachers to support students who are not performing

whether due to disengagement, trauma, home environments, etc. Trainings are designed to build teacher understanding of how to support students with high Adverse Childhood Experience scores.

The emotional support counselor continues to give training in mental health and wellness to faculty and staff. During the weekly pd meetings, the counselor also asks questions to gain feedback from staff observations about students' mental health. Teachers are encouraged to let the counselor and the Dean of Discipline know of any student concerns they may have. These students receive an extra wellness check-in to assess needs. Our emotional support counselor meets with this group of students individually weekly or biweekly to simply follow up and provide that additional support, or simply follow up.

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

All students with special needs that fall into these sub-groups are needing at least 25-50 percent more support. Tutoring is the main support that shows the most positive results. Some students need support to explain or repeat the activity by themselves. Others are not self-motivators. There are many other reasons, and Discovery Prep does not forget the emotional support needed due to the uneasiness of the situation and the world as it is today. Emotional support is extremely critical during these challenging times. Students are not only stressed by their academic struggles but they also take on the additional stress that their families are going through. Living conditions are being challenged forcing families to consolidate where privacy is non-existent making it difficult to focus academically.

In order to best support students with special needs during distance learning, our Special Education Director has given special training to teachers in digital resources to help achieve IEP requirements. Some of these tools include:

- Text-to-speech/speech-to-text
- Reading Rulers
- Highlighting Tools
- Color overlays
- Audio Amplifications
- Fonts for students with Dyslexia
- Summarizers

The planned actions and services provided support for our unduplicated population of students (Socioeconomically Disadvantaged, English Learners and Foster Youth) through additional counseling, in-class support, credit retrieval access, and free access to the internet.

Providing Chromebooks and technology/internet support for all students insured equity among students accessing resources, curriculum as well as the tools to assist identification of at-risk students. In order to achieve this Discovery Prep provides 1:1 Chromebooks for all students. For the upcoming school year, Discovery Prep will be purchasing an updated set of Chromebooks in order to make sure every student is able to access the curriculum in the best way possible.

Discovery Prep's efforts, to work on academic and socio-emotional areas simultaneously, and to support time for teachers to plan instructional improvements to improve school climate and conditions to further student learning in a safe environment and promote and support the building of a stronger academic, behavioral and social-emotional support system at school for all students.

All students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Foster Youth and Students with Disabilities), have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. Extra funds were used to purchase materials to support students school wide in access materials online. Some materials include:

- Nearpod, EdPuzzle, Gizmos, Flipgrid, Flocabulary, Kami, etc.
- Computer monitoring software: GoGuardian
- English/Science interactive textbooks
- Savvas *CA MyPerspectives*
- CA Experience Chemistry*
- CA Experience Biology*.
- English for Everyone*
- English SSR reading books

Funds were used to hire extra tutors for the school. Tutors are paired with teachers and observe classes to better understand assignments being given. Students are assigned to tutors and teachers as needed to help them complete work in class. Lunch-and After-School Tutoring are mandatory for all students who are failing a class. They are assigned a day and time, usually 30 minutes to 60 minutes two times a week until the grade improves to 75 percent. Students are also encouraged to take advantage of tutoring even when they are not failing.

Discovery Prep continues to offer support counselors for mental wellness of all our students. At this current time, the hours of our counselors is sufficient to help all students at the school. Students needing additional help, whether academically or emotionally, are referred to the RTI process for further support.

