

Learning Continuity and Attendance Plan (2020–21)

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

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General Information

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

Dimensions Collaborative School remained open throughout the 2019-20 school year. In response to the Governor’s Executive order, Dimensions closed learning centers and increased the development and offerings of distance-based learning activities. Chromebooks and internet hot spots were provided to all students who expressed a need. Access was given to varied online curriculum resources and the staff quickly developed virtual class meetings using Microsoft Teams and Zoom platforms. A virtual database was established to provide a repository for student work samples. Monthly Student/parent meeting with the teacher have continued through the use of online resources (Teams, Zoom, Facetime). Teachers increased the number of email and phone check ins with parents and students.

Teachers assessed needs of individual families by emailing and calling to assess varied needs of their student rosters. Dimensions was able to provide technology supports by delivering needed items directly to the student homes. Delivery of curriculum supports directly to student home was provided as well. One-on-one and/or small group tutoring support was provided as needed through virtual meetings. Student academic support and parent support workshops were provided. A Behavioral Counselor was made available for family problem solving support. Frequency of contact with students and parents was increased to weekly via phone calls, emails, videoconferences, newsletters, and ParentSquare messages. SPED services are being provided virtually as appropriate.

The Dimensions Student Support Manager used diagnostic data from iReady to identify students below and far below standards to provide extra supports like curriculum, tutoring, etc. A virtual graduation ceremony has been planned and graduates received yard signs to celebrate their accomplishment. A virtual student talent show (art and performances) virtual robotics, gardening, art, and other extracurricular options were made available for academics and socialization.

Formative assessment in English Language Arts and Mathematics were completed at the end of the school year, and despite the challenges, growth was seen across all grade levels.

Stakeholder Engagement

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

Outreach was completed with parents, pupils, teachers, principals, administrators, and other school personnel in developing the Learning Continuity Plan.

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

Governing Board meetings continued virtually through the use of Microsoft Teams Meetings. Public comment opportunities were available at all public meetings and public hearings.

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

[Respond here]

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Dimensions Collaborative School (DCS) will continue to provide proctored diagnostic assessments proctored for all students, and general ed MTSS interventions will be in place for all students. Students who are found to have experienced significant learning loss will be assigned tier 2 and tier 3 interventions as needed as well as supported by the Student Support Manager, Educational Facilitator, and other supports as deemed necessary to mitigate learning loss. Academic and Behavioral counselors are available to support student social emotional learning needs that may be enhancing the academic learning needs.

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by Dimensions as an important means of mitigating learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

Dimensions has determined that the 2020-21 school year will begin with full distance learning. This decision was affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, DCS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Decision-making will be aligned to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a fully distance-based learning model and a blended learning model which is part in-person in small cohorts and part distance.
- DCS is preparing for potential shifts in instructional model as determined by public health conditions or student need.

Continued use of Microsoft Teams classroom will allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

- All district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each learning center to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Teams breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Dimensions Collaborative's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

- **Face Coverings:** Wearing a cloth face covering is required for all DCS staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage and other visual cues will be used to direct traffic flow and encourage appropriate social distancing.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes and Athletics:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with San Diego County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

DCS will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. DCS recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$3,164.41	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$738.40	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$5,003.18	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$1,944.87	Y

Distance Learning Program

Continuity of Instruction

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

DCS will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in San Diego County permit us to return to in-person instruction in the school year ahead. DCS understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

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.]

Dimensions Collaborative School (DCS) is starting the school year in a full distance-learning context and preparing for the possibility that much of the school year will be completed via a distance learning model, ensuring access to devices and connectivity for all students is imperative.

DCS's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. DCS was able to provide Chromebooks and internet hotspots to all students who requested them. In planning for the fall, DCS has prepared sufficient devices to supply all those in need, despite increased enrollment. This includes preparations for incoming Kindergarten students, students at other grade levels new to the school, and any continuing students who demonstrate need.

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.]

DCS teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. DCS will continue to use the established Student Support Plan to assess pupil progress through regular diagnostic assessments of student learning. Assessing pupil progress through periodic assessments administered at the beginning of the year and at specific checkpoints throughout allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided through an established student support systems using MTSS.

Examples of periodic assessments are shown below for Mathematics:

X = Assessments to be administered

Grade Level	Assessments	LP1	LP5	LP10
TK	Basic Math Skills			X
	<ul style="list-style-type: none"> ● Count to 100 ● Write numbers 1-20 ● Add/subtract within 10 ● Identify and describe shapes ● Understand concepts of time (morning, evening...) 			
Kindergarten	Use curriculum placement test, or Math K-3 Placement Inventory , or Teacher created assessment			
	Basic Math Skills		X	X
	<ul style="list-style-type: none"> ● Count to 100 ● Write numbers 1-20 ● Add/Subtract within 10 ● Identify and describe shapes ● Understand concepts of time (morning, evening...) 			

Grade 1	Use curriculum placement test, or Math K-3 Placement Inventory , or Teacher created assessment			
	Basic Math Operation Skills			
	<ul style="list-style-type: none"> ● Add/subtract within 20 ● Solve word problems ● Count to 150 ● Place value: ones and tens ● Time to the hour and half hour ● Use two- and three-dimensional shapes to create new shapes 	X	X	X

Grade 2	Use curriculum placement test, or Math K-3 Placement Inventory , or Teacher created assessment			
	Global Math Standards <ul style="list-style-type: none"> ● Know all sums of two-digit numbers ● Place value: hundreds ● Relationships of time (minutes in an hour, days in a month, etc.) ● Understand patterns ● Use models to solve problems ● Apply mathematics to problems in daily life ● Persevere in finding solutions ● Utilize appropriate mathematical tools 	X	X	X

Grade 3	Use curriculum placement test, or Math K-3 Placement Inventory , or Teacher created assessment, or i-Ready Math online assessment			
	Multiplication and Division <ul style="list-style-type: none"> ● Multiply and divide within 100 ● Know math facts 0-15 ● Use multiplication and division within 100 to solve word problems ● Solve two-step word problems ● Understand basic fractions ● Tell time to the nearest minute 	X	X	X

Grade 4-10	i-Ready Math	X	X	X
Grade 9-12	MDTP	X		X
	6-8 grade can be assessed for higher level math classes			

Assessments Support materials for these assessments, including schedules and guidance for administration and use, have been provided to staff. These materials have also been aligned to the identified clusters of priority standards in the instructional scope and sequence documents.

To effectively monitor of progress, DCS has always partnered with the parents and students. These partnerships are even more important now. DCS requires families to have regular communication with their Educational Facilitator on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with DCS grading policies. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.]

DCS used a great deal of professional development time during the 19-20 school year to roll out the developed Multi-Tiered System of Supports Plan (MTSS) to all staff. This work will continue through the 20-21 school year. Successful implementation of MTSS will benefit all students, and in particular will support improved outcomes for student groups who have historically not been provided access to the resources and support needed to achieve at their fullest potential. This was critical prior to COVID and is even more urgent during the time of school closures and distance learning.

All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons for in-person, virtual and blended learning environments.

All school leaders/teachers will use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.

All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,

All school leaders/teachers will effectively engage parents and families as partners in their students' learning.

Teachers and support staff will complete online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to ten (10) hours, but may vary depending on familiarity with Microsoft Teams and Office 365. Professional Learning with this technology began in the spring, but was ramped up over the summer by admin to support teachers upon return.

Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students. Overall, the DCS will focus on meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students; using necessary technology tools, such as Microsoft Teams; Integrated and Designated ELD; Social Emotional Learning (SEL) and Restorative practices; use of data to drive instruction; assessment and data chats; supporting and engaging families as partners in their children’s education.

Staff Roles and Responsibilities

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

DCS teachers will continue to be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Microsoft Teams), attendance at live, synchronous instruction, and other forms of contact determined at the site. Staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context.

Teachers will continue to be the main element in contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the San Diego County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education:

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications may include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the ‘paper requirements’ of conducting an IEP in a virtual or telephonic setting.
- Behavior Counselor will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified.
- Resource Specialists will support a range of distance learning-related actions. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).

Supports for Pupils with Unique Needs

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

Appropriate supports for students receiving Special Education

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: DCS has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a site-based model. Per new legislation IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

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

Description	Total Funds	Contributing
Chromebooks made available for all students who need a device to access distance learning at home.		Y
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.		Y
Assistive technology for Students with Disabilities to access distance learning instruction from home.		Y
Multilingual Literacy Department: Maintain staffing and supports that specifically address English Learner		Y
Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$12,755.69	Y
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.		Y
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.		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.]

Assessment of students’ learning status will begin prior to the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs. DCS is uniquely equipped to support this need for accelerated learning due to the assignment of students to one Educational Facilitator (EF), who typically remains their EF throughout their enrollment in our program. The EF has a unique knowledge of the student and relationship with the family, which supports the rapid identification of areas where learning loss may have occurred. Students receive a Personalized Plan and Record of assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student.

The plan to address learning loss will include the expansion and standardization of the i-Ready program, which was first implemented in 2018. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student’s needs in the area of math and reading, which is particularly important in identifying

learning loss and providing data driven prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction. DCS also has access to the paper/pencil version, known as the Teacher Toolbox, which provides equitable options for students with connectivity challenges. After the student has taken the online assessment, Teacher Toolbox offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers. The paper book version of the Ready curriculum is also available for student use. The iReady assessments are given during three windows of the school year and also upon enrollment to the school. All student are expected to take the iReady diagnostic assessments.

Through the use of the i-Ready data, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and share data reports with the student and parents and guardians to increase engagement.

Students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. To address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate learning loss and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital platforms: Learning Alley and Reading Horizons. Additional tutoring sessions are assigned to ensure students are progressing in their coursework and practicing their language skills.

Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county. The Foster Youth District Educational Liaison will continue to track and support teams in order to ensure that foster youth complete i-Ready assessments.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

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.]

Prior to the beginning of distance-based learning, DCS had committed to the following protocol and process:

1. Three assessment windows (Fall, Winter, Spring) for administration of the i-Ready Diagnostic assessments in Math and ELA
2. Increased teacher and administrator accessibility to student results which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work as outlined in the Element Student Support Plan will provide evidence that any learning loss a student may have experienced is being addressed. This personalized approach to instruction is a foundation of our education programs.

The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. The Educational Facilitator's relationship with the student and parent and the frequent (daily) communication, makes that EF uniquely qualified to notice the more subtle aspects of learning loss such as motivation, engagement or participation. EFs will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. EFs, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention.

Student supports can include help from tutors, the school counselor, Student Support Manager, or other administrators. Supports will be individualized to meet the needs of the student. 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. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
Learning Alley Program to support ELD students and mitigate learning loss from closure of learning centers	\$2,499.00	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 will be supported through a Multi-Tiered System of Support. Our Mental Health team will provide training and support to all general education and specialized teaching and support staff on how to integrate positive discipline, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

A virtual “Connection Café” was established in the spring for a weekly connection time for staff who needed a space to connect and be heard outside of the learning environment.

Pupil and Family Engagement and Outreach

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

Devices and hotspots were provided to all students with need and communication with students and families increased via Parent Square, letters mailed home, emails, and other tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrated a lack of engagement. The Student Support Manager is available to teachers for help in learning different engagement strategies for students, for help in reaching out to parents to promote student and parent engagement.

School Nutrition

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

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program. Guidance on finding community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county is provided to all families.

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
	\$66,935

Required Descriptions

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

In March 2020 when schools shifted to distance learning, Dimensions Collaborative School immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Devices were collected from learning centers and delivered directly to the student home. With an understanding of an increase in enrolment for Fall 2021 and the continuing economic situation, a decision was made to order more Chromebooks and hotspots in order to have them on hand for the 2020-2021 school year. The current plan is to assign devices to students who show a continued need and to students whose circumstances had changed since the first equipment rollout.

Trainings and workshops to support teachers' instructional and technological skills were offered to all teachers. Benefits of these professional development opportunities were felt the most by our population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. For mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

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

For the plan to offer a fully-functional distance learning program, the distribution of Chromebooks and hotspots was made the initial priority. Prior to the start of distance learning, DCS had Chromebooks available for students to use and check out to take home if the need arose. However, when distance learning began, DCS purchased and distributed additional devices and hotspots for students. DCS had previously provided devices to low-income students, which for many low-income families marked the first time technology with stable internet access was consistently available in the home. When the return to in-person learning does occur, students will be able to keep their assigned

devices for home use and for use on campus for assessment and class work. Additional devices will be available on campus for student who either do not have a device or forget to bring their device with them.

A large effort has been initiated in developing a robust virtual classroom and community through Microsoft Teams. Rosters have been set up for teachers, and virtual portfolios have been developed for each student to allow for interaction between parent, student, teacher, RSP, tutors, and any other professionals needed to support student learning goals.

For English learners, daily interactions are where language development occurs, and a distance learning environment can lead to a loss of language skills if those skills are not continuously developed. Support has been provided and new curriculum has been offered to mitigate some of this learning loss. Through the use of a virtual community, students and teachers from across the program can easily come together to facilitate language development and learning in a fun, social environment, without the requirements of transportation and travel time.