



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

University preparatory high School was prepared to move to distance learning when we had to close and shelter in place. UPHS has been using Google Sites effectively for all classes, all teachers, and all students. Our teachers each maintain a class webpage that details their class objectives, lesson plans, homework, and other information needed for student success. Our students were already prepared to learn online. All students have access to computers in some form. Unduplicated students who do not have a laptop or other such devices are provided an opportunity to check out a school-issued laptop. Our students and families were surveyed just before the shut down as to their access to the internet. Only seven families replied that they did not have internet access. Our school, with the help of our authorizer, made every effort to provide internet access for these families. It turns out the seven students in these families were also dual-enrolled at the College of the Sequoias. Therefore, they were able to request and check out an internet hotspot to use for the remainder of the school year. As we progressed through the last quarter of the second semester, our teachers reported that approximately 70-75% of our students remained engaged in their classes and completed their academics. This was in light of students being held harmless for their grades.

Stakeholder Engagement

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

All parents were sent a survey with questions regarding this document and for other feedback regarding the semester being taught through distance learning. Every family has been asked to complete an online survey regarding their resource availability including laptops and other such devices, internet availability, and the technology needed for online learning such as web cameras. The staff and School Site Advisory Board were invited to review the document and provide feedback through a Zoom meeting with the principal. In addition, because our school resides on the campus of the College of the Sequoias, we consulted with them regarding our staff, and eventually students coming on campus.

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

UPHS makes Remote participation available through Zoom meetings. All School Site Council and School Site Advisory Board meetings were held via Zoom. Each meeting was advertised to our stakeholders so as to provide them an opportunity to join the meeting. Any parent, teacher, stakeholder can join via a scheduled Zoom meeting with the principal. We provided laptops and mobile hotspots to any family that indicates the need.

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

Our family survey revealed that 85-90% of our families have the technology required to participate in distance learning. Those who are in need of a laptop and/or mobile hotspot will be provided one. Our teaching staff expressed concern with regard to student retention. They felt that due to last semester's hold harmless rule they foresee the need to review and reteach some aspects of their class concepts at the beginning of the school year. Thankfully we had an average student participation rate of 70-75% last semester. One concern that was shared by our parents was the emotional effect distance learning was having on their child. We provided counselors and psychologists for any student, their family, and staff who felt the need to discuss their situation. This concern has helped us to use our Homeroom class to work with students and their social-emotional well being. This fall we will be using the program Mindfulness Social-Emotional Learning (SEL) Curriculum for Teens, Educators, and Parents. In addition, approximately 30% of our families indicated that when we are allowed to resume face-to-face classes that they will keep their child at home. Our host school, the College of the Sequoias requested that we not allow any parents or students on campus during this closure. Our families will be required to meet with staff and teachers either using Zoom or by phone.

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

Our continued dedication to providing every student with a laptop is a top priority. We learned that approximately 30% of our families would choose to continue distance learning when/if we return to face-to-face classes. Therefore, we have established a class schedule that can be easily implemented when students return to campus.

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.]

Prior to the governor mandating all schools in counties that are on the watch list begin the year online. UPHS has laid out a plan to utilize a hybrid schedule. This schedule would have students on campus in class two days a week. Students who choose to be in class for face-to-face learning will be split into two groups, A and B. Each group would be in class two days a week and learning from home the other three days a week. Students would be required to complete assignments and submit work on the days they are learning asynchronously from home to account for their attendance.

Teachers will be working with and assisting students who show a gap in learning from last semester, when our school closed and transitioned to distance learning, to this current semester. Teachers will continue to assess their students through formal and informal assessments, in-class work, homework, etc. to gauge the amount of learning loss in students. Teachers will be developing learning continuity plans as a department and staff to help students close the gap in learning loss. Teachers will also be assessing unduplicated students to assist them with any learning loss.

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

Description	Total Funds	Contributing
Cleaning supplies	500.00	Yes
Plexiglass shields for staff desks	7500.00	Yes

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.]

UPHS has developed a modified schedule for all students that allows our students to participate in synchronous college classes. Our students will be in class daily from 8:30 am to 1:20 pm (1:00 pm on Fridays) Teachers will be providing daily lessons for students via Zoom. Students will be required to log in to their classes each day based on their class schedule. Teachers will maintain webpages that list and specify the daily lesson including in-class assignments, lectures, and homework. Students will continue to use Google Classroom, our class webpages on Google, and eventually Schoology as the primary Learning Management Systems. Teachers will administer their class as

close to the face-to-face model as possible through a video platform such as Zoom. This schedule was developed to make the transition back to a hybrid learning model as seamless as possible.

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.]

All UPHS families were surveyed regarding their access to internet and electronic devices. Students who stated that they are in need of a wifi hotspot and/or laptop computer will be provided with such device. This device will be checked out to the student for the duration of their need and/or school year. Families who do not have adequate access to internet services will be provided with a functioning mobile hotspot that will provide them with internet access. This device will also be checked out to the requesting family for as long as the device is needed and or the end of the school year.

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.]

UPHS has devised a hybrid class schedule for all students. Students will first be provided, through a survey, if they choose to return to campus for face-to-face instruction or continue distance learning if/when we are allowed to resume face-to-face instruction. This class schedule will be utilized from the beginning of the fall semester. Students will attend a 25-minute homeroom and two to three 80 minute class periods two days a week. Students will be assigned asynchronous work the other three days the student does not meet face-to-face with their teacher. Students will be required to log in daily to their class via Zoom or other such video platforms to participate in the class. Each period the student will receive direct instruction from the teacher for up to 80 minutes, 25 minutes for homeroom. If a teacher does not utilize the entire 80 minute period, the student will be assigned further independent work to be completed and turned in as directed by the teacher.

Participation time for each student will be measured by the amount of time the teacher designates as direct instruction and the amount of time needed for students to complete assignments. Each teacher's website will state the estimated time needed to complete each assignment.

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.]

All staff is made aware of all professional development offered by the TCOE Educational Resources Division. All staff is encouraged to seek out and participate in professional development that they feel is necessary to aid them with distance learning. Staff will also be provided time to collaborate with their department and other teachers. Technological support will be provided by the school and district technology people.

Staff Roles and Responsibilities

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

The teaching staff will be provided with "office hours" every afternoon. This time will be for the teaching staff to meet one-on-one with students via Zoom for tutoring, develop online lessons and lesson plans, grade student work, collaborate with their department, and attend professional development. Our office staff will work on a rotating, A/B schedule, to assist with social distancing. Office staff will be tasked with assisting teachers by making phone calls to parents of students who have been identified as not participating, excessive absences, or general disengagement. Our school nurse will be tasked with making contact with students who exhibit emotional issues relating to their academics and the stress of learning from home. Our counselor is tasked with organizing and preparing lessons for our homeroom classes about Social/Emotional Learning. As per our WASC Action Plan, our homeroom classes, Monday through Thursday mornings, will focus on student social and emotional health.

Supports for Pupils with Unique Needs

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

UPHS employs two instructional aides who are tasked with assisting students with unique needs. These aides work with our English learners and pupils with exceptional needs through individual and group work. The aides also have been and will continue to utilize Zoom as a tool to meet with the students and assist them with their learning needs. These aides will also assist with any students who are in foster care or experiencing homelessness. We currently do not have any students in these categories.

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

Description	Total Funds	Contributing
MINDFULNESS-CENTERED SOCIAL-EMOTIONAL LEARNING (SEL) CURRICULUM FOR TEENS, EDUCATORS, AND PARENTS	1000.00	Yes
Mobile hotspots for families in need	25000	Yes
Purchase of extra laptops for student use	15000.00	Yes
Purchase of webcams with microphones	300.00	Yes
Zoom licences for staff	1800	Yes

Pupil Learning Loss

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

The teaching staff is currently developing lesson plans and assessment methods to measure the amount of student learning loss from the spring semester. Teachers will be using a variety of assessments to measure learning loss including teacher created assessments, online assessments, writing, and discussion prompts. With the assistance of the instructional aide and migrant aide, teachers will be able to assist our students who are either low income or English learners. We also have a full time counselor who will assist teachers and students who have an IEP or a 504 plan.

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.]

All teachers will begin the semester with lessons that revisit last semesters concepts and standards. Math and English teachers use pre-assessments to gauge student learning loss from the prior semester. These assessments are both formal and informal. Teachers will review these items with all students for the first 2-4 weeks. Our unduplicated students will receive extra instruction from our aides who will assist the classroom teachers. Our accelerated students still have the option and opportunities to enroll in college classes at COS. These classes allow students to accelerate their learning and advance their academic outcomes.

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.]

Services and supports will be measured through work assigned and collected, assessments, both formative and summative, as well as student grades in class. Additionally, teachers will monitor students for the emotional and social health through our homeroom class. This class will be using a curriculum designed to help student social and emotional learning and health.

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

Description	Total Funds	Contributing
We are in the process of implementing Schoology, via our Powerschool account. This Learning Management System will help teachers and students better share their lessons and work showing understanding of the subject matter.	22350.00	No

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.]

UPHS will be utilizing the Homeroom class as a vehicle to teach lessons about mental health awareness. Homeroom will also be a time for teachers to check in with individual students on a weekly basis. Our school will be implementing the program Mindfulness-Centered Social Emotional Learning Curriculum for Teens. As per our WASC Action Plan #3: Support students' social-emotional health. UPHS will seek ways to provide support for students so they arrive at school ready to engage and learn, so they become self-motivated individuals. The nurse at UPHS has training in Mental Health background and will be tasked with weekly check-ins with students who have been identified as struggling in class and at home with regards to mental health and awareness. Additionally, all teachers will report to the principal and nurse any concerns with regards to any students they feel should be contacted regarding potential mental health concerns.

Pupil 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.]

When it has been determined by the teacher and/or office staff that a student has disengaged from class/school, the first step will be the teacher making contact with the student's parents to inquire as to why the student is missing classtime. This contact will be recorded in the Student Log in Powerschool. If the student continues to remain disengaged, the teacher will notify the nurse and counselor who will then make contact with the student and parent to arrange a Zoom meeting. This meeting will be to determine the factors that have caused the student to disengage such as technology issues, learning issues, or family conflicts. They will then develop a plan to help the student reengage. If the student still remains disengaged, or absent, a letter will be sent to the parents explaining the compulsory attendance policy and law. The principal will contact the family to discuss intervention for the student. As a last resort, a home visit may be made. We will also utilize the local police department and request a welfare check if we are unsuccessful in contacting the family after three attempts. All contact and contact attempts will be recorded in the students Log Entry in Powerschool

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.]

UPHS does not offer meals for students due to our lack of space to accommodate meals.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.3%	\$73,450

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.]

Each unduplicated student will be the first students to receive a school laptop and/or mobile hotspot if requested.
 Each unduplicated student will be assigned to a learning aid who will assist the student with their academic courses.
 Each unduplicated student will be provided with social-emotional health and welfare assistance by the school nurse and counselor

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

Each student who is either foster youth, low-income, or an English learner will be assigned to either our learning aide or our migrant family coordinator. These people will meet with the students as a group or individually on Zoom to assist with any learning difficulties that may prevent a student from being successful. These adults will also join the students in their classes on Zoom periodically. They will also collaborate with the teachers so as to assist the students with their class and homework.