



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On March 13, 2020 Ventura County Schools made the decision to close schools for the week of March 16-20 due to the COVID-19 pandemic. UPCS immediately deployed enrichment activities via our website and home-school communication platform, ParentSquare. On

March 18, 2020 we notified families that the school closure was to be extended to May 4, 2020 and that we would be engaging in formal distance learning starting March 30, 2020. On April 1, 2020 families were notified that the closures were extended, once again, and that the remainder of the 19-20 school year would be in 100% distance learning.

Beginning March 19, all students were offered school devices to support at home learning and the school assisted families that did not have internet readily available. Prior to formal distance learning, teachers received training in digital communication platforms and a school-wide deployment method was developed. Teaching teams worked together to deploy a daily Google slide deck for students to use as a launching point for each day's activities. All teachers provided a live Zoom session with their students daily, as well as, deployed daily videotaped lessons covering core subject areas. Social emotional supports and lessons were developed by our school counselor. Teachers provided small group, 1:1, and office hours in Zoom as they deemed necessary to meet the needs of their students. Intervention teachers continued to work with small groups in Zoom sessions. A team of teachers provided small group ELD to students across K-8. Supplemental workbooks were supplied to families upon request for students who struggled with the digital formats. Families were able to exchange technology and/or receive technical assistance as needed. School administration, in collaboration with faculty, developed teaching expectations which continued to evolve during the closure. Teachers continued to receive professional development as needed to enhance teaching methods and expand student learning opportunities through distance formats.

UPCS created a support network utilizing classified staff to contact and re-engage the students who were not attending live sessions and/or completing work. Each team of teachers had a point person to assist with contacting families to troubleshoot challenges and encourage re-engagement. If the point person was not successful in re-engagement, the administration would be notified and make contact with the family to further address the situation. We noted that families faced many challenges including technology, connectivity, supervision for children while parents worked, and lack of motivation to participate. Each of these challenges required a different type of response and referral. The experiences from the spring assisted in the formalization of a tiered re-engagement plan for the fall. .

Families were provided with opportunities to engage in School Board Meetings, School Site Council Meetings, PTSA meetings, step-up orientation meetings, town hall meetings, and charter renewal input meetings all via Zoom. At the conclusion of the 19-20 school year families and staff participated in surveys to guide the planning process for the 20-21 school year, as it was already evident that schools would be likely participating in some level of distance learning over the 20-21 school year.

A curriculum committee consisting of teachers from across the grades, administration and support staff explored the information from the 19-20 survey to identify trends and develop and plan for the instructional shifts needed for the 20-21 school year. The curriculum committee designed instructional practices that would allow for optimal student engagement. They created clear learning expectations and refined the teaching expectations to be communicated to the community. Under the supervision and support of the school counselor, a comprehensive social-emotional learning curriculum was created. The counselor is providing support to teachers on the weekly implementation of these lessons. Designated ELD time is part of the regular school schedule with integrated ELD provided across the day.

In mid-July VCOE and VCPH informed Ventura County schools that schools would not reopen physically to start the 20-21 school year. Several days later this decision was reinforced by the Governor's office. UPCS continued to prepare a reopening plan that was based on a Hybrid Model while also planning for the reality of Full Distance for the start of the school year. On July 30, 2020 we submitted our COVID-19 Mitigation and Reopening Plan to Ventura County Office of Education and Ventura County Public Health. On August 4, 2020 we received

confirmation that our plan had been approved. The COVID-19 pandemic has had devastating widespread effects on the stability of families at UPCS as many are experiencing economic hardships.

In late July another survey was taken to reassess the needs of families and assist the school in the allocation of resources. UPCS is a 1:1 environment and we were able to assign a school device and headphones to all students. Our K-1 students have iPad Mini and 2-8 grade has Chromebooks. As we formally designed instructional practices, it became evident that our K-1 students would benefit greatly by having a bigger device and touchscreen Chromebooks were ordered. Based on need, some students were assigned distance learning supervision services at the Boys and Girls Club of Camarillo and other families were given a hotspot to help with connectivity. As family's situations change, more students may be added to the supervision program. Many families do not have spaces in the home that are conducive to learning. UPCS is loaning student desks and chairs to families, as needed, so students have a space reserved for learning in their home. With a tiered system of re-engagement, UPCS can quickly identify unique needs that specific families have and create interventions to reduce the barriers to learning and success.

As we begin implementation of the program, we are very aware that we will need to continue to listen to our community and respond in appropriate ways to best address the needs that teachers and families face during these unprecedented times.

Stakeholder Engagement

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

Communication was considered a number one priority from the start of the COVID-19 crisis. The school quickly established a COVID-19 Updates tab on the school website that housed all communications sent out to families, information on local resources for families in need, and resources related to COVID-19. The website resource pages have evolved over the months and include things to support social emotional needs, distance learning support, safety protocols, community resources for families in need, and food services. Updates are also regularly pushed out on social media platforms and sent through our home/school communication system, Parent Square. Teachers make regular contact with each family by phone, email, or through Parent Square to communicate student work expectations, progress, and check-in on student and family needs. UPCS values the feedback of all stakeholder groups and has engaged the community in a variety of ways during school closures.

Students: Student feedback comes through teacher's daily interactions during distance learning. Families are also able to speak to student needs/concerns through family surveys and input meetings. As a result of distance learning, we have opened our student's google email so they can communicate directly with teachers and administration. We have found that our students very quickly began to use the email to

reach out to teachers and administration to seek help and advocate for themselves. We are thrilled to see our students being self-reliant and resourceful.

Families: Families have participated in two surveys. The first survey was given out at the end of the spring distance learning that took place from March 13 until the end of the 19-20 school year. The second survey came towards the end of the summer break as we made final preparation for the 20-21 school year. We also held two Town Hall meetings where families were able to submit questions to the presenters both before and during the presentation. The school administration makes a point to be extremely responsive to families. Families can message administration directly through our home communication system, Parent Square, through email, and also on our social media platforms. School Site Council met once during spring closure and again the second week of the 20-21 school year to look at school-wide programs. The Learning Continuity and Attendance Plan was discussed at the August 31, 2020 SSC meeting. The English Learner Advisory Committee also met once in the spring and again on August 31st to look at impacts of distance learning on English Learners, in particular. Both of these committees discussed possible expenditures to be included in the plan and thoughts of additional next steps. A draft of the Learning Continuity and Attendance Plan was sent out via our home communication system in advance of the public hearing to solicit further feedback and participation in the process.

Families who speak a language other than English are offered translation services for live meetings in the Zoom platform. All documents that are sent home are translated.

Families without internet were able to call into the school. The school office, which is usually closed through the month of July, held regular office hours this summer in order to be responsive to parent questions and concerns.

Educators: Teachers were given a survey in the spring and then a team of teachers participated in a curriculum development team over the summer months to develop a rigorous distance learning program and then plan and implement teacher and staff training to support the model.

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

UPCS promoted stakeholder engagement through remote participation in the public hearing and local governing meetings in the following ways:

1. Holding public meetings via teleconferencing. Families can login on a computer, tablet, or phone.
2. Making public meetings accessible telephonically/otherwise electronically to all members of public seeking to observe and address the local legislative body, as consistent with Executive Order N-29-20. Families can send in comments in advance or can speak up during the meeting during general public comments or to address specific items on the agenda.
3. Agendas are posted at least 72 hours in advance on the school website. Included on the website is all meeting backup materials, agenda, and Zoom link with phone numbers to access via phone call.

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

TEACHER SURVEY (June 3, 2020): Our teachers completed a survey of the effectiveness of the Distance Learning Program delivered in the spring of 2020. We formed a Curriculum Council and they reviewed the results of the survey. Below are the Curriculum Council's findings:

WHAT WORKED IN OUR 2020 SPRING DISTANCE LEARNING PROGRAM?

- Personal projects that affect the individual, their friends/family, and/or the community.
- Google Forms for checking understanding, completing reading logs, etc.
- Google Slides to create a digital notebook
- Students grew in the area of technology skills using the different Google platforms, etc.
- Asynchronous lessons using YouTube, Zoom, Loom
- Keeping lessons simple and to the point
- Sharing the workload with teammates and collaborating
- Communication through Parent Square
- The choice of programs for students to get texts. Epic, Raz-Kids, Smarty-Ants, Sumdog, Istation
- Individual help and small group support from the Intervention/ELD team teachers
- Correlating lessons on Zoom with lessons on the slide deck/asynchronous lessons
- Break-out rooms through Zoom
- Fun and engaging whole group activities on Fridays
- Zoom drop in times/office hours
- Extra time with lower achieving students with parent involvement
- Celebrating student attendance and achievements as a class
- Sending home material for students to use (white boards, markers, packets, etc.)
- Daily Zoom meetings
- Kahoots
- Google Classroom- easy to push out grades quickly and provide feedback to students
- Check in/ Check out forms with students

We also asked teachers which programs were most effective in delivering online instruction. The results below indicate the number of teachers who had used each platform in the spring and the reasons they felt it worked:

Zoom (26) - Easy to record lessons, breakout rooms, mute button, waiting room, user friendly, live interaction, good for 1:1 instruction,

Google Classroom (24) - Multiple teachers can share and communicate directly with kids with everyone in the loop, keeps all assignments in one place, many students already familiar with it, accessible for parents, easy to push out info

Nearpod (10) - Good for creating engaging lessons, more interactive options, students liked it, build lessons around class discussions, allowed for all students to contribute, can use with zoom (negative - doesn't save student progress, a lot going on)

Screencastify (4) - Easy to record videos and upload to drive, can record audio only for text to speech option on books/passages,

Jamboard (3) - Good for sharing student ideas in writing. Great for student collaboration, whiteboard teaching, poster boards, etc. both synchronous and asynchronous

Kami (1) - very useful for "paper/pencil" tasks - worksheets, PDF's (BUT need paid version to simplify, also hard on devices with no touchscreen).

Flipgrid (6) - opportunity for students to present and explain their work and to engage in ongoing discussions about it, not as much student buy in as hoped

Padlet (2) - quick way to know what students are thinking,

Khan Academy (3) - videos with practice problems were used, great for flipping learning so that we can use the information during our valuable Zoom time

Kahoot (3) - low-risk way to introduce or review material, a fun way to finish a lesson or do a fun activity

Desmos (3) - we could think about math concepts in real time and I could give immediate feedback, engaging and a good platform to see student progress in math (not skill-based)

Seesaw (1) - allowed students to have some choice in how they responded to their learning (e.g., draw a picture, take a photo/video)

FAMILY SURVEY #1 (June 10, 2020): All UPCS families were given a survey at the end of the 19-20 distance learning session to get feedback on the quality and quantity of the spring distance learning program. A 146 families responded to the survey. We also asked families to provide specific feedback for each question in narrative form so that we could make adjustments to our program for the 2020-21 school year. The results follow:

EFFECTIVENESS OF RESOURCES OFFERED (Rated on a scale of 1-5 with 5 being most effective) Listed from most to least used with the percentage of responding parents who used the program in parentheses

Zoom Meeting with Teachers (96.6% used) - 64.5%

Pre-recorded Teacher Lessons (88.4% used) - 68.3%

Sumdog Math/Grammar/Spelling (82.2%) - 65.9%

Google Classroom (78.1% used) - 80.7%

Slide Decks on the UPCS Website (80.1%) - 56.4%

Reading A-Z (71.9%) - 69.6%

Achieve 3000 (59.6%) - 62.5%

Workbooks and Worksheets Provided by UPCS (58.2%) - 70.6%

Istation (48.6%) - 53.5%

Social/Emotional Lessons (45.2%) - 56.1%

UPCS Website and Facebook Resources (45.2%) - 53%

Rosetta Stone (43.8%) - 56.2%

EFFECTIVENESS OF COMMUNICATIONS WITH SCHOOL (Percent of parents who found the listed method effective)

Parent Square with School - 90.8%

Parent Square with Teacher - 89%

Email with Teacher - 67.8%

Email with School - 65.5%

Telephone with Teacher - 27.4%

Telephone with School - 20.4%

School Website - 20.4%

Facebook - 15.5%

PREFERENCE FOR SCHOOL MODEL 2020-21 OPENING IF WE COULDN'T COME BACK TO SCHOOL FULL-TIME

Hybrid (2 days at school, remainder online) - 58.6%

100% Distance (online) - 24.1%

Other (most comments were about returning to school full-time) - 17.3%

FAMILY SURVEY #2 (August 2-7, 2020): Our second family survey focused on supports necessary for distance learning in the 2020-21 school year. The information gained from this survey assisted the school in the distribution of resources like Wi-Fi and distance learning supervision. A total of 425 families responded. The results are listed here:

ARE YOU EXPERIENCING HOMELESSNESS? (425 responses)

Yes - 0.9%

No - 99.1%

DO YOU QUALIFY FOR FREE OR REDUCED LUNCH? (424 responses)

Yes - 38.2%

No - 49.3%

Maybe - 12.3%

IS YOUR CHILD IN FOSTER CARE? (422 responses)

Yes - 0.9%

No - 99.1%

WHAT IS YOUR PREFERENCE WHEN WE ARE ABLE TO RETURN PHYSICALLY TO SCHOOL? (347 responses)

Remain in 100% online: 40.9%

Hybrid: 60.5%

DO YOU HAVE WIFI? (346 responses)

Yes, and we were able to connect last spring - 80.9%

Yes, but we had difficulty connecting last spring - 8.1%

Yes, and we did not attend UPCS last spring - 7.2%

No - we need help accessing wifi with a school device - 3.5%

DOES ANY PARENT'S EMPLOYER OFFER CHILD CARE? (119 responses)

Yes - 13.4%

No - 86.6%

DO YOU NEED CHILD CARE DURING SCHOOL HOURS? (103 responses)

Yes - 36.9%

No - 63.1%

IS THERE ANY ADULT AT HOME DURING SCHOOL HOURS, INCLUDING THOSE WORKING FROM HOME? (344 responses)

Yes - 80%

No - 20%

HOW MANY ADULTS IN YOUR HOME ARE NOT WORKING?

Zero - 37.8%

One or More - 62.2%

HOW MANY ESSENTIAL WORKERS, AS DEFINED BY THE STATE OF CALIFORNIA, ARE IN YOUR HOME?

All - 59.5%

Some - 32.4%

None - 8.1%

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

The analysis of stakeholder input led our curriculum development team to identify the following instructional shifts that were needed to implement a program to best meet the academic and social-emotional needs of the UPCS students.

INSTRUCTIONAL SHIFTS NEEDED FOR 2020-21

Instructional Philosophy

- Teach less and go deeper with concepts.
- Options to elaborate learning based on student's own strengths.
- Self-reflection piece for the students once they create their goals based on a continuum.
- Not focus on the answer and more on the process.
- Built-in accountability; provide audience for tasks
- Incorporate collaboration and feedback
- Provide time in lessons for student reflection: goals, next steps, daily new learnings
- Give students voice and choice
- More inquiry-based projects

Program Design

- Redefine focus of synchronous and asynchronous time
- Small groups
- Rethink academic support--intervention, RSP, office hours, study spot, etc.

Assessments and Grading

- Need to look at redesigning conference guides
- More formative assessment, less summative

Collaboration

- utilizing break out rooms to allow more collaborations among students, breaking up class into small groups to meet with teacher, creating specific collaborative groups for kids to work in (utilizing roles and specific times for meeting), could also utilize big buddies or partners
- need to provide multiple opportunities for participation - looks different at different ages (Jamboard, crowd-sourcing, student email access, kids scheduling own collaborative sessions)
- utilizing volunteers such as parents or community members to build the collaborative network (especially K-3)

SEL and Expert Learner Skills

- need to add strategies to increase motivation and engagement
- teach strategies for students to persevere towards individual and shared goals
- create clear "I need help" protocols for students to solve their problems independently (digital portfolios).
- support students with individual goal setting, individual reflections: check in forms, 1:1 meetings to help students build confidence to seek challenge and grow in their own learning
- develop a school-wide skills checklists with "I can..." and "I need..." statements (by myself or with help)
- prepare students to be more independent learners (guiding them through time management, self-reflection, and monitoring needs/progress)

- develop classrooms environments that are compassionate and celebrate diversity

Innovation

- Integrate subjects more to encourage more creativity and expression in relevant issues and to reduce time needed to cover all skills
- provide more crafting and art to encourage improved fine motor skills
- provide audience for students to share learning with various groups (school, family, community)

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.]

Ventura County is currently on the Governors monitoring list and is rated purple, which is the worst and indicates wide-spread infection. UPCS is not opening physically to start the 20-21 school year. 100% of instruction will take place through distance learning. UPCS will follow guidance given by Ventura County Public Health, the Governor’s office, and Ventura County Office of Education as we consider when to reopen for physical instruction. On August 24, 2020 UPCS opened in full-distance learning.

Instructional Offerings:

When UPCS is cleared to reopen physically, it will reopen utilizing a hybrid model of instruction that will align with the safety requirements imposed by the CDE, CDC, CDPH, and the local VCPH. In the hybrid model, students will attend school two days a week, in small cohorts, and participate in distance learning three days a week. Full distance learning was mandated for the start of the 20-21 school year by state and local officials, but when physical reopening is allowed, families will be allowed to choose to either stay in 100% distance learning or return to school in the hybrid model. When physical reopening is allowed all students will maintain continuity with the same teacher and same classmates. There will be no disruption in services or program. Teachers will live stream lessons taught at school to students participating in distance learning. There are many advantages to this model for our community. The UPCS instructional model is built on the identified core values of consistency, continuity, and community. The fluid nature of the pandemic has proven the need for flexibility. The UPCS program model will allow for students to move in or out of either model and into the other. We are aware that the need may arise for a student to not come to school for a lengthy period of time and they can transition into 100% distance without a change in teacher. Conversely, a family who chooses 100% distance may find that they are no longer able to support their child learning from home and may need to move their child to hybrid. Relationships and the social emotional well-being of students is at the heart of our work at UPCS and students are generally placed with the same teacher and students for two consecutive years to provide stability and extended community building. Continuity of program is

extremely important for our students who participate in the Two-Way Immersion program. The success of this program is based on instruction delivered in both Spanish and English. Students will be afforded the opportunity to engage daily with both their Spanish and English teacher to receive content and instruction to support listening, reading, writing, and speaking in both languages. More information on the model can be found at: <https://universitycharterschools.csuci.edu/domain/191>

Models of Instruction:

Group A and B Hybrid

Group C 100% distance learning

Schedule:

Monday/Tuesday

Group A – at school

Group B – distance learning

Group C – 100% distance learning

Wednesday

All students: Group A, B, C in distance learning

Thursday/Friday

Group A – distance learning

Group B – at school

Group C – 100% distance learning

UPCS students will be placed in cohorts to prevent the spread of COVID-19 by limiting crossover contact between groups. Each cohort will avoid or limit contact with other cohorts on campus using physical proximity, fixed schedules and routines, and strategic staffing. Keeping students in cohorts provides efficient contact tracing, targeted testing, reduces opportunities for exposure, and limits the need for a full closure in the case of a positive case or even a cluster of positive cases in a single cohort.

Addressing students at risk for learning loss:

Identification

- In 100% distance learning teachers will use screening tools, formative and summative assessments, and anecdotal notes to identify those students who are experiencing learning loss or at risk for learning loss.
- When physical reopening is permitted, all students will be screened again, in-person.
- The curriculum development team continues to develop and modify screening tools and formative/summative assessments that are effective in distance learning formats.

Strategies

- UPCS has three teachers dedicated to student intervention services. These teachers will continue to target students in need academically with a primary focus on students who may be at greater risk of experiencing learning loss due to past OR future school closures.
- While in 100% distance learning, UPCS has contracted with Boys and Girls Club of Camarillo to provide supervision during school hours. For some of our most academically fragile populations this has provided a safe environment with adults who can provide supervision and support as students engage in distance learning.
- When we transition to the hybrid model students will be able to go to the club for supervision on their distance learning days. Priority is being given to students who qualify for free and reduced lunch, foster youth, homeless youth, and students with other risk factors that may contribute to increased learning loss.

Students in Special Education

- Students with IEPs will continue to get special education services in-line with IEP goals and objectives whether in distance learning or in-person.
- Services will be given both with push-in and small group as outlined within each students IEP whether in distance learning or in-person.

Safety Protocols:

UPCS has an approved COVID-19 Mitigation and Reopening Plan from Ventura County Office of Education and Ventura County Public Health Department (Approved August 4, 2020) The plan can be found on our website: <https://universitycharterschools.csuci.edu/Page/2540>)

Below are just a few of the important safety factors to be implemented upon physical reopening.

Social Distancing

- student's desks will be spaced 6 feet apart with the teacher also 6 feet from all students
- distancing dolphins painted on the ground will remind students of one way hallways and the need to keep 6 feet apart, even in the hallways
- Limit cross contaminating of student groups by using a cohort method

Arrival and Departure

- Staggered drop-off and pick-up times will assist with congestion
- Multiple pick-up and drop-off locations will reduce congestion

Cleaning and Disinfecting

- Staff will be trained in proper cleaning procedures
- High touch areas will be wiped down regularly throughout the school day
- Bathrooms and other shared spaces will be cleaned hourly
- Each night deep cleaning will take place and electrostatic sprayer will be used
- Hand washing will be done regularly throughout the school day
- Hand sanitizer stations will be placed around the campus

Education and Training

- Hand washing and other hygiene practices
- How to wear and care for face covering
- Cleaning and disinfecting protocols for staff

Limit Sharing

- Students – each student will have their own learning materials, cafeterias will not have salad bars, no drinking fountains
- Teachers/Staff - will have proper cleaning supplies and PPE when sharing equipment is necessary

Procedures for when someone becomes ill

- Proper PPE
- Isolation Room
- Health office protocols for general needs

Surveillance, Reporting, and Contact Tracing

- Surveying attendance trends
- Making contact with families of students who are absent
- Reporting know cases of COVID-19
- Conducting contact tracing when cases are identified

Policies and procedures in place for partial or total closure

- Working with local health department to determine when a full or partial closure is necessary

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

Description	Total Funds	Contributing
Provide for the health and safety of students, staff, and community by adhering to COVID-19 guidelines issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), the California Department of Education (CDE), and the Ventura County Public Health Department. This includes providing PPE such as masks and gloves, hand-washing stations and hand sanitizer, preparing school and classroom spaces to maintain social distancing, and additional cleaning and sanitizing of all facilities.	20,000	No
Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student or staff who display signs of illness.	500	No
Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces.	18,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing when administering assessments of for individualized instruction.	1,000	No

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.]

Ventura County is currently on the Governors monitoring list and is rated purple, which is the worst and indicated wide-spread infection. UPCS is not opening physically to start the 20-21 school year. 100% of instruction will take place through distance learning. UPCS will follow guidance given by Ventura County Public Health, the Governor's office, and Ventura County Office of Education as we consider when to reopen for physical instruction. On August 24, 2020 UPCS opened in full-distance learning.

We have aligned our 100% Distance Learning Schedules and Hybrid Schedules to allow easy movement from one model to another without a disruption in learning. Currently all students are engaged in 100% distance learning, but when Ventura County is cleared to reopen schools, we know that we will have some children who will return in a hybrid model and some will choose to stay in 100% distance learning. While families did respond in a survey in July about their preferred method of instruction when physical reopening is allowed, families will be able to make a final decision as whether to stay in 100% distance OR move to hybrid just prior to reopening. We have designed our programs to seamlessly work together to allow for students to move in and out of each as families find it necessary. If we have learned anything from this pandemic, it is the need for flexibility. We realize that while a family may find themselves in a situation, right now, to support keeping their child in 100% distance learning, they may find themselves in a different situation in a month or two. We also realize that due to family circumstances and family that chooses to return to hybrid, may find it necessary to transition into full distance at some point in the year. We felt that in order to provide continuity across the entire year, our programs needed to be consistent.

When we are cleared to open in a hybrid model of instruction, all students will receive the same instruction from their same teacher(s), regardless of the child's physical location. In the hybrid model, students will physically come to school 2 days a week and the teacher will simultaneously live-stream instruction to students who are at home. One day a week, all students will learn from home in 100% distance learning, allowing our school to do a complete deep cleaning of the facility. Students who choose to remain in 100% distance learning when the school moves to hybrid, will live-stream with their classroom teacher 5 days a week. More information on models and bell schedules can be found on our website at: <https://universitycharterschools.csuci.edu/domain/191>

Models of Instruction:

Group A and B Hybrid

Group C 100% distance learning

Schedule:

Monday/Tuesday

Group A – at school

Group B – distance learning (live streaming with teacher)

Group C – 100% distance learning (live streaming with teacher)

Wednesday

All students: Group A, B, C in distance learning (asynchronous and synchronous)

Thursday/Friday

Group A – distance learning (live streaming with teacher)

Group B – at school

Group C – 100% distance learning (live streaming with teacher)

Modalities/Platforms of Instruction:

All students will receive standards based instruction. Teachers developed pacing guides that provide a consistent level of instruction and access to the full curriculum across all delivery models. Teachers referenced Achieve the Core (<https://achievethecore.org/>) to identify to prioritize instructional content based on state standards. Teachers also identified platforms to elicit high levels of student engagement that could be consistent across all delivery models and support seamless program changes.

Teachers will deliver live instruction daily utilizing Zoom. During live instructional time teachers will provide interactive lessons that provide time for students to practice with the teacher and then receive support to practice on their own. Students will be provided the opportunity to interact with fellow students will working towards a common learning goal. Breakout rooms will be used often to allow students to share and collaborate in small groups. Teachers will use a variety of learning tools to enhance teaching and create opportunities for students to interact with the learning in meaningful ways: NearPod, Flipgrid, DrawIt, Collaborate, Polling, Flocabulary, Jamboard, Kahoot, and PearDeck to name a few. When students release students to work on independent tasks, both the teacher and the students will remain logged into Zoom so that the teacher can support students who may need additional help or have clarifying questions. Teachers can provide real-time feedback to students by monitoring their work on Go Guardian and can address any concerns or the teacher can highlight a student's work to the rest of the class. Classroom teachers have daily office hours, in Zoom, where they can further assist students.

Students in K-1 will use SeeSaw as an interactive tool where students and teachers can record and share what's happening in the classroom. Students can document their learning by adding artifacts to their personal journal through photos, videos, drawings and notes.

Students in 2-8 will use Google Classroom to house class journals, complete and turn in assignments, and to collaborate with fellow students.

Students will also have access to several learning platforms that will be utilized during asynchronous learning time: Achieve 3000, Smarty Ants, Istation en espanol, Khan Academy, Raz Kids, SumDog

All students will participate in the enrichment program 5 days a week for 30 minutes. We have designed the enrichment classes to enhance many of our goals for this year and the classes include:

- Digital Citizenship
- Art
- Career Exploration
- College Exploration
- Cultural Studies
- Gardening/Nutrition
- Music
- Current Events
- Coding
- Engineering
- UPCS News
- Money: How to get it and keep it!

Social Emotional Learning

- Middle school students will participate in our Social Emotional curriculum, anti-bias lessons, learn organizational skills, and study skills as a part of their Advancement class.
- Elementary age students will participate in social emotional and anti-bias lessons with their classroom teacher as a regular part of the school program and schedule.

Physical Education

- Middle school students will have PE/Health Science as a regular rotation on Monday, Tuesday, Thursday, and Friday in both distance and hybrid. Parts of this will be synchronous and parts will be delivered asynchronous.
- Elementary students will be lead in PE by their regular classroom teacher and/or through asynchronous methods.

Special Considerations:

Students at risk for learning loss

- Students who may be struggling with or are at risk for learning loss will be identified through formative and summative assessments and anecdotal notes. These students will be targeted to receive additional help either 1:1 or in small groups with intervention specialists whether online or in-person upon physical reopening.

- Students at risk will be encouraged to return to in-person instruction when reopening is allowed. These students are also encouraged to attend the supervision program provided by the Boys and Girls Club.

English Learners

- Designated ELD will be scheduled into the instructional day and be focused on the state adopted ELD standards to assist English Learners to develop critical English language skills.
- English Learners will take the ELPAC following state guidance.
- A local assessment will be developed to track progress on English development.
- K-5 teachers will use Benchmark Advanced to plan designated and integrated ELD.
- 6-8 teachers will use the ELA/ELD standards to guide ELD instruction through writing, research, and presentation.

Students in Special Education

- Students with IEPs will continue to get special education services in-line with IEP goals and objectives whether in distance learning or in-person. Services will be given both with push-in and small group as outlined within each students IEP whether in distance learning or in-person. Case managers will communicate regularly with the classroom teacher and family regarding any concerns that may arise. These students will be encouraged to return to in-person learning when the opportunity becomes available.

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.]

In the spring we were able to quickly deploy school devices and assist families with connectivity via free hotspots around the county and programs cable companies were offering for free access. Over the summer those programs ended and it became necessary to pursue hotspots.

Devices and Hotspots:

UPCS is a 1:1 environment and all students were offered a school device; Chromebook or Ipad depending on the grade level. All students who recieved a school device were also provided with headphones and mouse, upon request.

Based on a familiy survey hotspots are being distributed, as needed, first to families with no Wifi and then to families that are having some connectivity issues do to the number of students in the home accessing distance learning at the same time. Hotpots will be configured to only work with school issued devices.

Technology Support:

UPCS has set up a technology helpline. When a parent calls into the helpline the office staff assigned to the helpline will first triage the call. Office staff is able to help with level 1 types of problems. If the office staff is unable to help they will send the call to the appropriate Level 2 person. Level 2 can be for software or hardware assistance. UPCS employs a technology support person on site to assist with quick fixes, exchanges, and other hardware related support. Software help is given by our TOSA, science coach, and/or Director of Curriculum and

Instruction. When needed families are invited to come to the school to receive technical assistance by our technology support or our Director of Student Services.

The Director of Student Services assess the needs of families and makes referrals to Boys and Girls Club supervision program when necessary.

The UPCS Board of Directors adopted a distance learning policy on August 31, 2020. A copy of the board policy is available in the school office or via email.

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.]

As per SB 98, schools must comply with a minimum number of instructional days and a minimum number instructional minutes per day. While charter schools are only required a minimum of 175 instructional days, UPCS will provide students with 180 instructional days. Instructional Minutes (a combination of synchronous and asynchronous) are based on grade level:

Kindergarten = 180 minutes a day

First - Third = 230 minutes a day

Fourth - Eighth = 240 minutes a day

Teachers will log attendance and participation in our student information system. Teachers will differentiate between synchronous and asynchronous participation along with documenting the number of minutes for each type of activity. All teachers will take attendance in live sessions no later than 30 minutes after the session begins. Participation credit will be given to students based on completion of online activities, completion of regular assignments, wellness check phone calls, completion of assessments, completion of activity logs, and attendance in live sessions.

Our students will primarily be engaged with the teacher in synchronous instruction with very little time spent in independent or asynchronous work. Teachers are meeting with students "live" daily for formal lessons, guided practice, independent practice and extra help as needed. Students in grades K-5 meet in smaller groups with their teacher at various assigned times throughout the day for different content areas. A goal to the UPCS distance learning model was to take the "teaching" responsibility off of the caregiver. Families expressed that this was a challenge in the spring and they desired more teacher guidance and feedback. After teachers provide the main instruction and guided practice, the teacher remains on Zoom with all the students logged in as they work independently. Students can turn on their microphone at any given time to ask for further help or clarification. As educators we know the importance of these teachable moments in the classroom. Other students will benefit from hearing the interaction between the teacher and the student who may have a question. Teachers can also monitor student work in real time via our program, Go Guardian. Teachers are able to see what all students are doing on their school or

home device as long as the student is logged into their school google account on the device. Teachers are able to provide more individualized help, conduct formative assessment of student work, and target for possible intervention or small group instruction.

Teachers will offer office hours daily to support questions from students and adults who are supporting students at home or in childcare situations.

UPSC has developed a tiered system of re-engagement which can be found in the Pupil and Family Engagment and Outreach section of this document.

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.]

In order to provide more staff development prior to the beginning of the 2020-21 school year, we adjusted our calendar year, moving 2 staff development days and adding a day to the end of the year, providing us with 5 full days of staff development before school began. Our Curriculum Council planned 5 days of training for teachers and classified/support staff as follows:

ALL STAFF

Social/Emotional Learning

- Tools for setting up systems for check-in/check-out for students
- System for providing SEL lessons ongoing throughout the year
- Methods for reinforcing SEL skills within all content areas each day
- Self-care tools for staff use

General

- Infographic for online learning norms was introduced and given to all stakeholders
- Changes in Board Policy regarding online learning, discipline, Title IX and other changes were explained
- Blood borne Pathogens
- Preventing Sexual Harassment for California Employees
- Duty to Report: Mandated Reporter
- Proper use and care of PPE
- COVID-19 awareness
- Cleaning and disinfecting
- First Aide

- School Safety Protocols

Implicit Bias Training

CLASSROOM TEACHERS, SPECIALISTS & INTERVENTION TEAM

- Pacing Calendars based on guidance from Achieve the Core and CA Dept of Education
- Nearpod - How to create lessons using:
- DrawIt
- Collaborate
- Open Ended Questions
- Poll
- Matching Pairs
- Quiz
- Web Content
- Video
- Time to Climb
- Predesigned lesson editing
- Flocabulary
- Jamboard
- Flipgrid
- Expectations for delivery of ELD services
- Plans for creating sub lessons
- Go Guardian

CLASSROOM AIDES, SPECIALISTS, MATH TUTORS, NEW TEACHERS

- Zoom (Share screen, white board, annotation, chat w/teacher, breakout rooms, close a session)
- Supporting Students by Teaching Them Independence (Question Stems, Math Stems, Neurological Impress, How to Compliment)

We will continue to provide staff development opportunities each Wednesday afternoon throughout the school year.

Staff Roles and Responsibilities

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

Classroom Teachers: Will provide synchronous and asynchronous instruction via online platforms and through Zoom exclusively while the school remains closed physically. Upon physical reopening teachers will teach, in person to students participating in the hybrid model, while live streaming instruction to students in 100% distance or those in the hybrid who are on distance learning days. On Wednesdays teachers will meet only online with students.

To meet the academic needs of students, we have: Trained all teachers and staff to navigate and support online learning. Classroom teachers had 5 days of intensive training to learn how to navigate Zoom, Nearpod, Google Classroom, Google Docs, and other software to support student learning. Support staff participated in 10-15 hours of professional development to learn how to support classroom teachers in Zoom rooms and in classrooms when the school reopens physically. Support staff can support learning and collaboration in breakout rooms where smaller groups of students can share and collaborate.

To meet the social-emotional needs of student, we have: Incorporated daily class meetings for all students K-8 where teachers can check-in with students and provide students with strategies to deal with the challenges they may be facing while learning away from physical school and the impacts of social isolation.

Specific changes to employees roles and responsibilities:

- Campus Supervisors, some custodians, and some office staff were trained to support Zoom rooms allowing teachers to send students into breakout rooms for small group collaboration with adult supervision.
- Office staff was trained to respond to calls for technical assistance.
- The TOSA and Science Lab Coach were trained to troubleshoot technical/instructional challenges teachers may encounter.
- Various Hourly Staff have assist with pass-out and drop-off of equipment, materials, and supplies.

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.]

English Learners: English Learners will continue to receive integrated ELD throughout the school day with supports weaved into classroom instruction. English Learners will also receive designated ELD, daily in small groups, with the classroom teacher in grades K-5. Middle School students will have a period of designated ELD. The ELPAC will be given in accordance with the guidance we receive from the CDE. The LAT will monitor student progress and additional opportunities will be provided to ELs who are not making significant progress by providing extended day or intersession classes.

Students in Foster Care: The Foster liaison will identify students in foster care and refer them to the school counselor. The school counselor will touch base with these families to identify unique needs and make referrals to services and resources the family can access for assistance. Teachers will also be made aware of the student in foster care so they can let the counselor know if they feel the student is struggling and may need more wrap around services.

Students experiencing homelessness: The homeless liaison will ensure that all students identified as homeless are properly assessed for necessary support services. These children will receive priority for supervision/distance learning assistance and/or hotspots. Referrals for further wrap-around services will be made based on the needs of the family. These students were also offered a backpack at the beginning of the year full of supplies to assist with distance learning.

Students with exceptional needs: All teachers will be notified of students on their class roster that have exceptional needs. Students with exceptional needs may have an IEP, medical condition, and/or a 504 plan. Teachers will be made aware of the students' needs, modifications, and/or accommodations. Teachers will receive all special education services via distance learning until such time it is deemed safe to provide in-person instruction. Special education teachers can provide push-in and small group assistance to students through Zoom, Google Classroom, and other applications. The administration, teachers, students, and families will work together through the SST, 504, or IEP process to better understand each student's unique challenges, strengths, and needs and collaboratively work on solutions to bring about the best possible access and success for learning.

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

Description	Total Funds	Contributing
Touchscreen Chromebooks for K/1 students - The K/1 students had 1:1 iPad mini devices which made online learning challenging and limited the teachers ability to provide a well-rounded learning experience. We purchased touchscreen devices to allow the students to use the touchscreen to manipulate within applications rather than the need for a mouse or the need to type.	75,000	Yes
Purchase Headphones and mice to support digital learning	5,000	Yes
Hourly Staff: Additional hours for training in COVID-19 practices and online support to assist in student engagement (principally focused on homeless, foster, low income, English learners, and special education)	12,000	Yes
Purchase Programs to support digital learning: Achieve 3000 and Smarty Ants, Go Guardian,	45,200	Yes
Books for Digital Library - increase student access to reference material and books for students	3,000	Yes
Additional Translation Services for parent meetings and translation of documents	3,500	Yes

Description	Total Funds	Contributing
Cases for Chromebooks - to assist students during hybrid learning to transport device to and from school	9,000	Yes
Backpacks for Ipads - to assist students during hybrid learning to transport device to and from school	775	Yes
Extra Duty Pay for teachers on Curriculum Council to develop distance learning plan for the school and design and prepare the 5 days of professional development for teachers and staff	5,000	Yes
School-wide assemblies to promote social-emotional well-being	2,000	Yes
Supervision and assistance for students during distance learning. Services will principally be focused on English Learners, Low Socio-economic, homeless, and foster youth and students. Supervision and Distance Learning assistance will be provided for families who are unable to provide supervision for their child(ren) OR who lack the resources that allow for affective distance learning. The children who access this resource will be provided with supervision and distance learning assistance during school hours and only on days when school is in session, whether in 100% distance or during hybrid learning on days when the student is not scheduled to be present at school.	500,000	Yes
Chromebook replacements - to replace old, broken, and outdated technology grades 2-8	80,000	Yes
Hotpots - hotspots will be distributed to families that have no/faulty Wifi connection. Services will principally be focused on English Learners, Low Socio-economic, homeless, and foster youth and students.	8,000	Yes
Online Learning Platform for teachers/staff to support distance learning	1,500	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.]

Summer School 2020

Due to possible learning loss in the Spring, UPCS offered a summer school program in a fully distance model. Students worked in small groups daily with a teacher for 15 days total. Teachers were able to focus on specific language arts or math concepts essential to grade level success.

UPCS will employ many strategies to assess pupil learning loss resulting from the COVID-19 pandemic. While UPCS will be addressing all standards regardless of the model being employed, math and language arts will be the main focus of learning loss mitigation as these two subjects influence success in all areas of the standards. UPCS will also closely monitor English Learners for learning loss as it relates to English Language Development.

Measuring Pupil Learning Loss During Full Closure:

Summative Assessments given via teleconference in small groups or 1:1

Math:

- MAC/Mars Math Assessments, Smarter Balanced Interim Assessments

ELA:

- Simplified Running Records for grades K-5 , Basic Phonics Skills Test (BPST) for reading levels A-K, Achieve 3000 for grades 6-8, Smarter Balanced Interim Assessments for grades 3-8, CTOPP2 as needed when students show weakness in accuracy, On-Demand Writing by Genre (scored by K-8 teams using a rubric), CTOPP2 as needed when students show weakness in accuracy, and English Language Proficiency Assessment (ELPAC) for all English Learners

Formative Assessments during daily lessons via teleconference:

Math:

- Silicon Valley Math Initiative Problem of the Month, MAC/Mars Tasks, Sumdog (Grades K-5), Teacher/Grade level created assessments, individual student class work

ELA:

- Informal Running Records, MAC/Mars Math Tasks, Writing Samples Analyzed by Teacher, Student Facing Rubrics, Student Self-Evaluations, Check-in/out with teacher, Teacher observation of student reading/writing

Measuring Pupil Learning Loss After Physical Reopening: (Assessments given 1:1 or in small groups)

Math:

- MAC/Mars Math Assessments, Math Inventory, Formative Re-engagement Lesson Assessments, Smarter Balanced Interim Assessments, CAASPP Assessment

ELA:

- Developmental Reading Assessment (DRA) given 1:1 for all students grades K-8, Basic Phonics Skills Test (BPST) for reading levels A-K, Smarter Balanced Interim Assessments for grades 3-8, CAASPP Assessment for grades 3-8, On-Demand Writing by Genre scored by teams using a rubric, and English Language Proficiency Assessment (ELPAC) for all English Learners and/or locally developed ELD assessment

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.]

Addressing Pupil Learning Loss

Math:

- Open-ended, floor to ceiling tasks that allow students to gain access to each standard from multiple performance levels and student ability
- Silicon Valley Math Initiative (SVMI) Math Re-engagement Lessons
- Instructional time focused on conceptual development
- Small Group Instruction
- Students will participate with their teacher for individual goal setting and progress monitoring
- Embedded math instruction and practice into elective courses (i.e. "Money...How to get and keep it!" and "Engineering")
- Intervention Teachers will provide additional small group instruction to most needy students.

- Administration will conduct drop-ins via Zoom and in-person

ELA:

- Tier one instruction with teacher modeling the application of grade level standards using skills/strategies that can be independently applied to multiple levels of reading/writing to ensure that all students can access the material and make growth from their current level of achievement.
- Students will participate with their teacher in weekly individual goal setting and progress monitoring, showing their teacher proof of application of a skill/strategy in their independent work.
- Use of Purposeful Read Alouds to model grade level skills and strategies in both reading and writing prior to explicit instruction in the skills/strategies in the upcoming unit.
- Embedded reading/writing instruction and practice into elective courses ("Current Events" and "UPCS News")
- Intervention Teachers will provide additional small group instruction to students who qualify based on assessment.
- Administration will conduct drop-ins via Zoom and in-person

Additional considerations:

English Learners

- All teachers will receive professional development on strategies to meet the needs of English Learners in distance learning
- English Learners can receive small group help from the classroom teacher and/or the intervention teacher

Low-Income

- Students will have access to devices and connectivity either via a hotspot or by attending the Boys and Girls Club supervision program
- All students are provided necessary supplies including a desk and chair to assist in distance learning
- Families will be referred to community based services and meal pick up

Homeless

- Students will be referred to Boys and Girls Club supervision so they have an appropriate place to participate in distance learning
- Families will be referred to community based services and meal pick up

Foster Youth

- School counselor will be in contact with the foster family to identify any barriers to distance learning success

Exceptional Needs

- Teachers will be apprised of each student's IEP or 504 plans and get consultation, as needed, to strategize the best ways to address the student needs in distance learning

- Special Education teachers will provide push-in minutes and small group instruction to meet the IEP goals, actions, and service minutes

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.]

Measuring Effectiveness of Services (Assessments given 1:1 or in small groups)

Math:

- Compare MAC/Mars Math Assessment (Pre and Post Instruction)
- Compare Results of Pre and Post Formative Re-engagement Units
- Smarter Balanced Interim Assessments for grades 3-8 compared with results for CAASPP Assessment
- Math Inventory upon return compared with Math Inventory Year-end

ELA:

- Measure Levels of Growth Using Developmental Reading Assessment (DRA) from return to school to year's end.
- Measure Growth using Basic Phonics Skills Test (BPST) for reading levels A-K upon return compared to year's end
- Smarter Balanced Interim Assessments for grades 3-8 compared with results for CAASPP Assessment
- Rubric Scores for On-Demand Writing
- Growth on English Language Proficiency Assessment (ELPAC) for all English Learners

Data collected will be entered into our student data system and disaggregated on a regular basis to evaluate program effectiveness and inform instruction. The Curriculum Development Committee will lead grade level teams in looking at student data and data discussions.

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

Description	Total Funds	Contributing
Student Data System - to house student data, allow for data disaggregation across teams and school-wide, digital assessment tools for students	3,000	Yes
Intervention teachers to target learning loss for students principally focused on ELs, homeless, foster, low-income, and students with exceptional needs. Intervention teachers will pull students during the school day for small group assistance focused on specific skills.	88,000	Yes

Description	Total Funds	Contributing
Intervention opportunities after school and during intercession to provide assistance to students who are struggling academically and/or suffering from learning loss. Services will principally be focused on ELs, homeless, foster, low-income, and students with exceptional needs.	33,000	Yes
Summer School Program to mitigate learning loss principally focused on ELs, homeless, foster, low-income, and students with exceptional needs.	24,000	Yes
Hourly staff to assist in teacher Zoom sessions to provide students the opportunity to work in breakout rooms and receive more adult assistance. This is especially helpful for students who are struggling academically or those who are English Learners and may hesitate to share or ask questions in large groups. Upon physical reopening will be assigned to assist with specific pods on campus and help online.	150,000	Yes
Additional services for English Learners (Title III Funding) after school and during intersession	7,000	Yes
Additional teaching staff to assist teachers in combo grade classrooms to ensure that all students have equal access to grade level math instruction	60,000	Yes
TOSA and Science Coach providing support for digital programs and technology and coaching for staff	170,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To support teachers and staff:

- Teachers/staff participated in daily emotional check-ins on staff including coping skill support, self-care education, daily self-care commitments, mindfulness activities and staff share times in small groups for emotional support.
- Teachers developed a self-care plan and set up a team support plan (i.e., staff "buddy" system where teachers check in on each other.)
- Staff/Teacher training covered vicarious trauma and burnout so teachers know what it is in and can identify it and use their self-care plan and team support plan to help avoid that.
- Teacher/staff meetings can begin with check in's or share time or mindfulness, etc. to further support staff wellness throughout the year.
- Admin will hold office hours that staff can drop-in to or schedule and appointment
- Training in restorative justice
- Anti-Bias training

The UPCS model of support is based on the CASEL Social Emotional Learning model's five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
 - Self-management - managing emotions, controlling impulses, and setting goals
 - Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
 - Relationship skills - communication, cooperation, and conflict resolution
 - Responsible decision-making - understanding and thinking about the consequences of personal behavior
- Mental Health and Social and Emotional Well-Being are supported through a Multi-Tiered System of Support.

To support students:

- The school counselor has participated in extensive training in trauma informed practices and before the start of school she trained teachers. The training focused on relationships and student wellness first, having regulation, renewal and reassurance as a priority in addition to relationships, warning signs to look for in students and how, when and who to refer to, etc.
- Further PD throughout the year will include more work on trauma such as what it means to be a trauma informed school, more trauma informed practices, etc.
- Teachers were trained in how to conduct daily check-ins with students through a morning meeting process. Staff was also given a document that covers how to further check in with students if their daily screening check in has them concerned in any way.
- Students will receive weekly explicit SEL lessons as well as SEL focus skills for the week.
- UPTV includes support through further SEL reinforcement and messages from the school counselor.
- SERT team will look at re-engagement plans for how to support families who are struggling with providing them resources, home visits, check in's, etc.
- School counselor is available for mental health support and SEL support with check in's, parent and student consultations, referrals for needed supports, SEL lesson support, etc.

- School website has lists with local COVID resources available from mental health to food, housing, etc. Needs families may have as a result of COVID are on the list on the website as well as articles to support parents with how they can talk to support their kids during COVID.

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.]

Tier 1: Classroom Level - Teacher

Once a teacher notices disengagement, either in synchronous or asynchronous learning, they will immediately engage in the following re-engagement options:

Teacher Level Re-Engagement Options:

- Conference with student and parent to solicit ideas from student on how to re-engage
- Require student/family to participate in weekly 1-1 phone/video check in
- Written communication with parent/guardian to report progress - response required
- Offer extended time for assignments
- Provide alternate ways to turn in assignments (pictures, leaving in a bin at school)

Teacher makes a Tier 2 referral for:

- School counselor
- School nurse
- 1-1 training on how to access all platforms/software used
- Possible accommodations if concern is live lesson disengagement
- Little or no progress on re-engagement after 3 attempts

Tier 2: School Support Team

If the student continues to struggle with engagement or a specific need arises, a referral will be made to the school support team. The school support team, which could include the school counselor, district nurse, and technology department will then make three attempts to engage the student.

- School Support Team Level Re-Engagement Activities
- Conduct Student Engagement Review Team (SERT) meeting
- Provide SERT contract with re-engagement agreements
- Connect family with outside community resources
- Educate family on their responsibility with compulsory education
- Schedule weekly check ins with the administrator (phone, email or video)
- Schedule up to 4 sessions with school counselor if concern is a social-emotional issue
- Arrange for a school nurse to collaborate with family if the concern is a medical issue

Tier 3: School Administrator Level

If no progress is made, the student will be referred to the Director or Executive Director. The Director or Executive Director will reach out to the family, along with the School Resource Office (SRO), for a well-being visit in the home. That visit could include the following steps:

- Inquiring as to reasons why the student is not engaged to identify any barriers
- Educating about compulsory education and potential penalties for failure to comply
- Developing a plan with the parent for engagement. The parent will sign in agreement acknowledging that if they do not participate in the plan, the Student Attendance Review Board process will be initiated.
- Discussing other educational options

School Nutrition

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

Meals during full distance:

UPCS contracts food services with the Pleasant Valley School District (PVSD). PVSD is offering "Grab and Go" meal services for that include 5 days of both breakfast and lunch. On Monday they get 3 days of meals and Thursday they get 2 days of meals. As of September 1, 2020 all students receive meals for free. Families are able to pre-order food online but extras are prepared for those families that forget to pre-order. Families receive multiple notifications and reminders of the "Grab and Go" meal services.

When the school is able to reopen, physically, the students on campus will receive meals while here at school. We are not sure if the free for all will continue after physical reopening or not.

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
10.74%	570,840

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.]

Based on current data, our unduplicated pupils’ percentage is 54%. 52% are socio-economically disadvantaged, 13% are English Learners, 5% are homeless and .4% are foster youth. All actions and services identified to increase or improve services, in the Learning Continuity Plan, are principally directed towards English Learners, low-income, foster, and homeless students. In order to meet the needs of all

students, the school will provide targeted instruction, after-school/intersession academic support, additional support to classrooms teacher to facilitate small group collaboration, and teacher/staff professional development. Professional development will focus on strategies to encourage engagement in distance learning, provide students effective feedback and support before, during, and after instruction, and support the social-emotional needs of students. In addition, the use of the supplemental funds on a school-wide basis is the most effective use of the funds to meet the goals of the school as identified by school and community stakeholders. Students at the K-5 grade levels will be put in small groups for daily targeted instruction and differentiation. The district will implement a multi-tiered system of supports. The district will ensure full access to technology; this includes hot spots, devices, and training for parents/students when needed. The needs of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning. Additionally, the school has contracted with Boys and Girls Club of Camarillo to provide supervision and distance learning assistance to students who do not have situations conducive to supporting distance learning. Lastly, two support teachers are assigned to help teachers, staff, and students navigate the complexities of distance learning.

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

In 2020-21 supplemental funds at UPCS are principally directed toward meeting the needs of low income pupils, foster youth, and English learners. UPCS is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, and teacher/staff professional development. The professional development will enhance teachers'/staffs' knowledge of utilizing instructional strategies and data to guide instruction especially strategies for our English learners, our foster youth, and our low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. This was especially important for low income and English learners.