

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 School has been impacted by the COVID-19 pandemic in the following ways: In March of 2020, all U-Prep students transitioned after three days of fulltime online learning. Although this transition occurred quickly and students were back online in three days, the impact of an online platform between home-school was an immediate and dramatic shift in educational delivery. Under the directives provided by Shasta County Public Health provided throughout the summer of 2020, U-Prep was able to re-open to in-person instruction while also maintaining distance learning in a fulltime capacity for interested families. Sixteen percent (16%) elected for distance learning. The impact of this shift is significant in terms of school operations of protocols, procedures, and policies. The fiscal impact is reflected in additional staffing of course sections, in cleaning/disinfecting supplies, in additional technologies, among other investments necessary to support access to a high quality educational experience during the pandemic. SCPH directives, in-person and virtual meetings with stakeholders, questionnaires and surveys all contributed to model selection and the shaping of practices, protocols, and policies.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Educators: The school's Leadership Team (Department Chairs, Advisory/grade-level leaders, and administration) met four (4) times over the course of the summer. During these sessions, state and local Public Health directives were shared and discussed as they related to implications within the school setting. Programmatic options (blended, distance, in-person) were explored based on public health parameters, among other factors. Two simultaneous models were pursued: (1) full-time distance learning; (2) full-time in-person, five days a week. A Staff Reopening survey was administered to all staff members; 56% indicated desire for full-time in-person; 18% indicated an interest in transitioning to distance learning over the course of 2-3 weeks; 14% expressed interest in full-time distance learning; 12% indicated interest in blended learning (two days a week of in-person with simultaneous distance learning).
2. Students: Throughout the spring 2020 distance learning experience, an internal tracking sheet was developed as a means to document

outreach and receive perspective from students regarding their online experiences. Obstacles and successes were identified through

input received from more than 170 students (17% of student body), all of whom initially struggled in one form or the other to engage with distance learning during any given point in the spring. Contacts with these students regarding their needs resulted in additional technologies (hardware and software), the establishment of individual engagement goals for students and individual adaptations based on circumstances/needs (e.g. increased learning time, augmented assignments, contact with school counselor, Student Study Team meetings); collectively, these supports improved engagement and learning for the student as measured by academic grades and the tracking sheet data. This data was taken into consideration when determining how staff could best provide live access of in-person instruction for distance learners this fall. Improvements included: (1) webcams were purchased for *all* faculty; (2) other technologies, such as microphones, were purchased to enhance audio communications; (3) Google Meet was established as the schoolwide platform for virtual access of distance learners to ensure consistency; (4) additional laptops were purchased to replace inventory that had reached its shelf life; and, (5) training was provided to staff through a collaborative model of support across departments and faculty expertise.

3. Families: Two strategies were used to generate dialogue and gain input regarding the Shasta County Public Health directives and implications to our school program. (1) A Parent Venture (parent advisory group) meeting was held on campus mid-July with seven (7) parents attending in-person and five (5) attended virtually; input received from this group reflected that the far majority preferred 5-day in person instruction with a few considering full-time distance learning. (2) A home-school communication articulating models was sent home via USPS with families in mid-July. This communication included a link to the U-Prep Questionnaire asking for their input on a program that would best fits their needs and interests. More than 80% of our families responded to the survey with the far majority requesting in-person 5 days a week. The families that didn't respond to the Questionnaire were called; based on those conversations parents provided input and selected the program of their choice. 100% of the families were contacted; 16% of the U-Prep families opted for full-time distance learning and 84% opted for full-time in-person.

We considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways: Input received through all stakeholder groups indicated primary interest in two options that would cast the widest net for our students/families. [A description of the options provided for remote participation in public meetings and public hearings.]

University Preparatory School promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Holding public meetings via teleconferencing.
2. Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address our local legislative body, as consistent with Executive Order N-29-20 published on March 18, 2020.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis: There was a clear trend towards in-person instruction to the extent possible as well as an indication that some families, due to personal reasons, desired distance learning full-time. More than 80% of our families responded to the survey with the far majority requesting in-person 5 days a week. 100% of the families were contacted; 16% of the U-Prep families opted for full-time distance learning; 84% opted for full-time in-person. The Leadership Team consensus was to offer in-person full-time five (5) days a week and also offer distance learning. A Staff Reopening survey was administered to all staff members; 56% indicated desire for full-time in-person; 18% indicated an interest in transitioning to distance learning over the course of 2-3 weeks; 14% expressed interest in full-time distance learning; 12% indicated interest in

blended learning (two days a week of in-person with simultaneous distance learning).

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

The engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. There was a clear interest in maximizing in-person instruction and offering distance learning as an alternative. This resulted in the adding 15 additional course sections and 1 FTE to the master schedule which decreased class sizes within the minimum 3ft distancing required student-student.
2. To support the development and management of Distance Learning Plans, a Distance Learning Coordinator was established through the administrative internship program. Site counselors are providing assistance through distance learning programs as needed. One counselor and one administrator are designated to coordinate individualized programs for English Learners, foster youth, and homeless students. Low-income students needing additional supports are also monitored through each counselors and their caseload.
3. Equipment (e.g. plexi-glass sneeze guards), PPE, and signage was deployed to support in-person instruction. 4. Additional technologies (hardware and software licenses) were secured to support distance learning (e.g. webcams, wireless microphones, hotspots, software subscriptions).
5. Online licenses for selected instructional materials were purchased to support all students, in-person and distance learners. 6. Altered Geometry Summer School, BRIDGE 9, and 6th Grade Orientation to align with public health directives rather than eliminate them. 7. Increased hours of security to provide additional supervision during unstructured times and throughout the day, among other duties associated with implementation of COVID-19 site-based protocols.
8. Establish an Isolation Room Supervisor stipend.
9. Staff Professional Development sessions orient around deployment, monitoring, and ongoing adjustment of reopening plans.

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.]

University Preparatory School is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model is noted as follows:

1. Plan: Students/families may opt for a full return to in-person instruction five (5) days a week. Distance learning is offered as an alternative. 2. Limited Campus access: In an effort to limit the number of students and staff with whom they come in contact with, only necessary visitors will be allowed on campus. For example, historical site visits made by college representatives will only occur virtually. In contrast, students receiving necessary services by approved providers (e.g. speech therapists) will have access to our campus. Campus approved visitors to U-Prep are required to perform a self-administered wellness check for COVID-19 symptoms before arriving on campus. A copy of the Campus

Visitor COVID-19 Wellness Check is included at the end of this packet and will be made available on our website (see About Us, School Documents), effective August 10, 2020. U-Prep will exclude from the campus any visitor who refuses to take or does not pass a Wellness Check. Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms will be

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provided with a distance learning program during exclusion. Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify school staff (counselor, teacher, administrator, respectively), and U-Prep will work with them to ensure that CDC and/or State of California Public Health, and/or Shasta County Public Health-recommended precautions are followed. If a visitor is allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions. Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement. Close contact between students, staff, families, and the broader community at arrival and departure will be minimized through: Staggering morning arrival times and utilizing signage and delineators to minimizing congregation at dismissal.

3. Protocols for safety (students and staff)/Hygiene Practices/Physical Distancing/Protective Equipment: Wellness checks are required. This includes home screenings for students and staff, and active monitoring of students on campus by staff. Visitors will also be screened for COVID-19 symptoms before entering the school site. If Public Health becomes aware of a school-related case, they will contact the COVID 19 School Liaison. If the school becomes aware of a COVID-19 positive case ("confirmed case"), the individual will be sent home immediately. The COVID-19 School Liaison will contact Shasta County Public Health School Unit (PHSU) and follow designated steps. U-Prep staff will use materials approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list "N". Staff are required to complete the training commensurate with the use of these materials. U-Prep staff have developed routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, entering/exiting classrooms. All classrooms have hand sanitizer for students to use upon entering and exiting classrooms. Temporary hand sanitizing stations will be located at all school entrances, near high traffic zones, and food service areas. Sanitation routines will enable students and staff to regularly wash their hands or hand sanitize at regular intervals throughout the day. To the extent possible, students in classrooms with sinks will be encouraged to wash their hands with soap and water. Staff will provide information on and will reinforce positive hygiene etiquette. Soap, tissues, no-touch trashcans, face coverings, water and paper towels for hand washing is available. Students should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Subject to available resources, disposable disinfecting wipes are made available so that employees can wipe down commonly used surfaces (e.g. laptops, shared work tools and equipment) in between use. Disinfectant wipes and sprays will not be used by students. Signage is placed throughout the campus as reminders to demonstrate social distancing, to direct one-way/two-way pedestrian zones, and practice safety measures to help stop the spread of COVID-19. Drinking fountains will not be available for use. However, the refillable bottle stations will be open; students are encouraged to bring reusable water bottles. Students are encouraged to clean their personal belongings, including masks, daily. U-Prep has incorporated directives with respect to physical distancing between students on campus, to include: Desks are arranged to minimize face-to-face contact and maintain a minimum of three feet between students and six feet between students and teacher. Desks are placed in rows, not groups. Designated lunch areas for selected grade levels. One way entrance/exit to the Food Court with indoor and outdoor seating configurations reflect appropriate distancing, to the extent feasible. In an effort to maintain physical distancing while students move between classrooms measures the following measures were integrated:
 - Hallways: Designated one-way walking/passage areas to the extent possible.
 - Lockers: To avoid unnecessary mixing and congregation of students in hallways lockers were eliminated.
 - Restrooms: Established classroom flexibility for restroom usage to reduce students from congregating in the restroom between classes.
 - Outdoors: Outdoor spaces, including the atrium areas, will be maximized to the extent possible for school activities. Faculty will implement procedures for safely turning in hard copy assignments to minimize contact. Whenever possible, Google Classroom will be used as submit

student work online. Appropriate physical distancing measures during physical activities will occur as follows:

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- Unstructured Time (before school, after school, lunch): Activities during unstructured time will occur in separated areas designated by staff unless otherwise indicated, and limit use of shared equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Physical Education: P.E. classes will be held outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent practicable.

Until such time as the statewide order is lifted, all adults must wear a cloth face covering at all times while on campus, except while eating or drinking. Signage regarding the proper use, removal, and washing of face coverings is posted. Signage is posted to remind students and staff that maintaining social distancing of at least six (6) feet is advisable and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions. Proper use of cloth face coverings by students will be enforced. U-Prep will exclude students who refuse to wear a face mask; the alternative distance learning model will be provided. Other than those with a medical note, students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. A cloth face covering or face shield may be removed for meals, snacks, or outdoor recreation (when socially distanced), when it needs to be replaced or when otherwise given permission by school staff. U-Prep staff will provide face coverings for students who lose their face coverings or forget to bring them to school.

4. Cleaning and Disinfecting: U-Prep staff will use materials approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list “N”. Staff are required to complete the training commensurate with the use of these materials. Staff clean all equipment shared by students before use by another student (e.g. Chromebook laptops). U-Prep staff have developed routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, entering/exiting classrooms. All classrooms have hand sanitizer for students to use upon entering and exiting classrooms. Temporary hand sanitizing stations will be located at all school entrances, near high traffic zones, and food service areas. Sanitation routines will enable students and staff to regularly wash their hands or hand sanitize at regular intervals throughout the day. To the extent possible, students in classrooms with sinks will be encouraged to wash their hands with soap and water. Custodial staff nightly activities include the use of a disinfectant sprayed directly on all student desks/tables and high touch areas (door handles). Restrooms, gyms, offices, classrooms are also receiving a broadly dispersed airborne disinfectant on a routine basis.

We will identify students who have experienced learning loss using formative assessment and summative assessments; the instructional model will address the needs of students to include options such as BRIDGE 7 course, BRIDGE 8 course, and BRIDGE 9 summer program. Qualitative and quantitative data (e.g. writing samples, publisher assessments, teacher observations, grades) will help to determine which students need additional academic and/or social-emotional support due to the impacts of COVID-19. Programs such as Peer Mentoring and Advisory provide targeted interventions based on progress monitoring of students. Academic Saturday School will serve as an additional opportunity for students to attend school, receive intervention, and accelerate learning.

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

Description	Total Funds	Contributing
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Sanitation Materials approved for use against COVID-19 including but not limited to; hand sanitizer, hand sanitizing stations, disposable gloves, masks/shields, disinfectant spray and wipes, towels, and disposable rags.	\$70,000.00	N
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Description	Total Funds	Contributing
Purchase plexi-glass “sneeze guards” where necessary to improve health and safety of faculty, staff, and students. Locations include student tables, teacher desks, and in common areas such as science lab stations, computer lab, media room, and the Food Court.	\$15,000.00	N
Signage is placed throughout the campus as reminders to demonstrate social distancing, to direct one way/two-way pedestrian zones, and practice safety measures to help stop the spread of COVID-19.	\$ 4,000.00	N
Maximize in-person instruction by allocating 15 additional course sections in order to decrease class size and maintain minimum of 3’ of distancing.	\$219,728.00	Y
Maximize in-person instruction by allocating 1 additional FTE in order to decrease class size and maintain minimum of 3’ of distancing.	\$ 71,438.00	Y
Establish an Isolation Room Supervisor stipend and hourly staffing.	\$ 500.00 \$ 8,000.00	N
Increased hours of security to provide additional supervision during unstructured times and throughout the day, among other duties associated with implementation of COVID-19 site-based protocols	\$ 40,000.00	N
Staff Professional Development sessions orient around deployment, monitoring, and ongoing adjustment of reopening plans. Summer Leadership Team planning sessions.	\$ 10,000.00	Y

Distance Learning Program

Continuity of Instruction

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

University Preparatory School will provide continuity of instruction and learning through the following specific ways: The distance learning curriculum is of substantially similar quality by providing virtual access to in-person classroom learning. Distance learning will occur simultaneously with in-person instruction to the extent possible. Google Classroom will be the school-wide platform from which in-person and distance learning resources, assignments, and teacher-student communications occur. Google Meet and Zoom will be used interchangeably depending upon the course and grade-level, and age/development of students served. Online licenses to the same curriculum was purchased wherein it was not available and was necessary to deliver a high quality program. The Distance Learning Coordinator will maintain ongoing communication with families and coordinate with faculty in the effort to monitor student progress and learning.

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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 U-Prep Questionnaire, all families indicated whether or not they needed a device or other technologies to support distance learning. This information was used to purchase hot spots, check-out Chromebook laptops, etc. Each distance learner has an established Distance Learning Plan that indicates their technology needs, the specific plan per course, and additional information pertinent to their circumstances that would be helpful to know (e.g. student is babysitting younger siblings during the day). There is sufficient technology on-campus to allow for all distance learners who need a device and/or hotspot to receive one. Should we need to move to full-time distance learning across the campus, students will access Google Classroom and other programs on their Clever account to access teaching and learning. All staff has received ongoing technical support and training on Google for 5 years; this is a not a new strategy for faculty or for our students. Board policies on Distance Learning and Working Remotely were adopted in the spring of 2020.

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.]

University Preparatory School will track and monitor student progress, live contacts, and synchronous instructional minutes. Each course within a student's Distance Learning Plan articulates the expectation for live contacts and corresponding student assignments when engaged in non-live contacts throughout a week. Attendance will be taken daily; attendance is constituted by daily engagement of work assignments and/or participation in live contacts. Daily participation may include evidence of online activities, completion of regular assignments, completion of assessments, and contacts between employees of U-Prep and students or parents/guardians.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. We calibrated these instructional times by a minimum of 35 minutes per course (6th-12th grade students). We communicated these instructional times through work assigned and engaged in live contacts. We will keep track of time values of pupil work on assignments utilizing sources such as gradebook documentation of assignments and other individualized tracking records.

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 support our staff in the implementation of a high-quality distance learning program, University Preparatory School continues to provide professional development, resources, and collaboration time to continuous learning. All U-Prep staff has been engaged in Google Classroom training at various times over the past 5 years. During the spring of 2020, collaboration and training continued more specifically around full-time distance teaching and learning. Programs such as Screencastify and Zoom were resourced to the staff as requested and shared with others. Department specific training occurred at the beginning of the 2020-2021 school year. Schoolwide we are committed primarily to Google Classroom and Google Meet. The schoolwide collaboration calendar provides time for continued learning. Further, it is worth noting that Distance Learning at U-Prep is not a separate academic program from in-person; rather, it is the same academic program and student schedule accessed virtually.

Staff Roles and Responsibilities

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

As a result of COVID-19, University Preparatory School has had to adapt staff roles and responsibilities in the following ways:

To meet the academic needs of students, we have adjusted to simultaneous access to the classroom through overlaying distance learning with in-person instruction. This is a significant adjustment and is the primary basis of collaborative efforts, resource provisions (training, online texts, webcams, lower class sizes), and ongoing training.

One of the hallmark features of U-Prep is a close-knit community of staff, students, and parents. As a well-established grade 6 through 12 school, enduring bonds of support exists between members of the school-community; these bonds serve as the foundation for addressing the social-emotional needs of students. Advisory lessons in junior high provide direct assistance to students emotional well-being. High school students and junior high students receive direct support from the U-Prep counselors, which includes the provision for classroom lessons on topics associated with the social-emotional well-being of students (e.g. stress, grief, depression, community resources). Counselors are also easily accessible to students. They maintain unusually high visibility during unstructured times (e.g. visits with students through various programs and during before school, lunch, and after school).

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.]

We will assess the unique needs of all learners to determine what additional supports are needed by identifying each pupil's unique needs and provide the assistance needed. Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English learners: One administrator monitors the academic progress of each English Learner. They administer the CELDT and are responsible for coordinating educational services for each EL student based on assessment results and ongoing academic progress. This includes securing a translator, if needed, to attend parent-teacher-counselor meetings.
2. Pupils with exceptional needs served across the full continuum of placements receive routine interactions and communications with service providers including faculty with respect to IEP goals. A U-Prep Assistant Principal coordinates with the contracted service provider to ensure needs are being addressed appropriately.
3. Pupils in foster care and who are experiencing homelessness: One school counselor is designated to coordinate services for these students as well as monitor their academic and social-emotional well-being. This counselor is able to individualize services due to the low number enrolled in the school. A homelessness plan for students is articulated and resources are provided as allowed under the McKinney-Vento act.

Description	Total Funds	Contributing
Additional technologies (hardware and software licenses) were secured to support distance learning (e.g. webcams, wireless microphones, hotspots, software subscriptions)	\$68,500.00	Y
Online texts to meet the academic needs of students and teachers by overlaying distance learning with in-person instruction.	\$50,000.00	Y
To support the development and management of Distance Learning Plans, a Distance Learning Coordinator was established through the administrative internship program.	\$120,00.00	Y
Site counselors are providing assistance through distance learning programs as needed.	\$ 35,000.00	Y

Pupil Learning Loss

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

University Preparatory School will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status in the following content areas and grade-level curriculums; English Language Arts and mathematics. Teachers will identify missed learning standards and content that is prerequisite to future learning. Study Halls, support courses (BRIDGE 7, BRIDGE 8, BRIDGE 9) will allow for additional learning time and skill development. Daily extra help is embedded in the master schedule as follows: Tutorial is offered 4 days a week in junior high; in high school, students may access their teachers daily through office hours. Students may have the option to repeat a course (e.g. math) if significant slippage is evident and to do so would be of benefit in the short-term and long-term success of a student.

Although in-person and distance learner students are instructed in all content areas, specific learning loss in ELA and math may impact achievement in other content areas which is why it is a prioritized for daily virtual access to the classroom. Scaffolded lessons and differentiated instruction will be used to meet students where they are at support their development forward. Methods such as think alouds, rubrics, talk time, pre-teaching of vocabulary, use of visual aids, and the use of effective questioning strategies are emphasized in all academic classes. Assessments will be used to guide curriculum and instruction. In an effort to address social-emotional learning during the re-entry, the first few weeks of school will be framed around building relationships, establishing routines, and resilience. All adults will be intentionally focused on building relationships with their students and each other. Predictable classroom routines and systems are a priority throughout the reopening phase whether in-person or virtual. Staff development training was provided on Health & Wellness; topics (e.g. grief, depression) were meant for the adults as well as equipping adults to support students working through re-entry.

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.]

University Preparatory School will address the learning loss for students and will accelerate learning progress for students by identifying their individual needs and providing appropriate targeted responses. Specific actions and strategies for English Learners, low-income students, foster youth, students with exceptional needs, and students experiencing homelessness include immediately identifying who they are for 2020-2021 school year and conducting outreach with students and families. An administrator and counselor are designated to ensure all students are identified, communicated with (resource allocation, potential need for additional supports), and progress monitored by admin/counselor/teacher.

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.]

University Preparatory School will measure the effectiveness of services and/or supports provided to address learning loss through gathering data reflective of multiple metrics (e.g. student interview, academic grades, teacher input, administrator walkthroughs, formative and summative assessments). Data analyzed will be used to determine effectiveness and a collaborative plan for increased success will be developed when needed.

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

Description	Total Funds	Contributing
Formative and summative assessment software to assist in analyzing learning loss.	\$ 3,728.00	Y
Academic Saturday School will serve as an additional opportunity for students to attend school, receive intervention, and accelerate learning.	\$ 2,500.00	Y
Address student needs and learning loss through Bridge 7, Bridge 8, and Bridge 9.	\$37,650.00	Y
Offer summer geometry course.	\$ 5,000.00	Y
Peer Mentoring program and Advisory for targeted intervention based on progress monitoring of students.	\$35,000.00	Y

Mental Health and Social and Emotional Well-Being

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

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University Preparatory School will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include mental health support through counselors and community agencies, telehealth, referral process for students/staff to address trauma and impacts of COVID-19, communication of services, and the use of curriculum to help teachers and counselors support social emotional well-being in the classroom.

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.]

University Preparatory School follows a multi-tiered system of support for academics and behavior. This support system will be applied to distance learners. Tier 1 universal strategies include daily contact with academic engagement as represented by submitting classroom assignments, participating in class activities virtually, taking an exam, participating in online discussion and/or initiating contact with a teacher about a subject related to the class. If a student has not been in contact with any school personnel for three days, students move to Tier 2 problem-solving team/student study team. Tier 2 communications include phone calls, emails, virtual meetings, or in-person meetings; these communications may occur through teacher and/or students and/or administrators and counselors. Every effort will be made to address obstacles that are interfering with sustain engagement with distance learning. Tier 3 provides intensive support for students facing the greatest challenges engaging academically. Additional interventions may be deployed to increase engagement; these interventions include a return to in-person – if feasible – and/or the establishment of a community partner to strengthen the efforts of the student, among other interventions determined appropriate by the team. Parents who speak languages other than English will be contacted by a translator arranged by the school.

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.]

The Shasta Union High School District, as the vendor for University Preparatory School nutrition services, will continue to provide nutritionally adequate meals for all pupils including those students who are eligible for free or reduced-price meals, for both in-person and distance

learning. Distance learners have access to curbside service meals, 11:00-12:00, Monday through Friday. This service is offered at the Shasta High School site, which borders the U-Prep campus. Parents of distance learners are kept informed about this service through communications from the Distance Learning Coordinator.

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

Section	Description	Total Funds	Contributing
Supports for Pupils with Unique Needs	One school counselor is designated to coordinate services for these students as well as monitor their academic and social emotional well-being	\$120,000.00	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low Income students
3.63%	\$ 298,875.00

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 2019-2020 CALPADS data, U-Prep was serving three foster youth, five homeless students, and twelve English Learners (most were RFEPs). Due to the smaller numbers of these students, services were able to be individualized to the specific of students with direct support being provided through a school counselor. Eighteen percent of students in the 2019-2020 school year were identified at low income. Programs such as BRIDGE 7, BRIDGE 8, and BRIDGE 9 serve to support underachieving students based on data from formative and summative assessments and teacher recommendation. State test data from spring 2019 indicates that low-income students at U-Prep are far exceeding statewide low-income peers in math and ELA.

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

The actions being provided to U-Prep students is as follows:

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1. Maximizing in-person instruction and offering distance learning as an alternative are models that allow for flexibility for all families. Fifteen (15) additional course sections and 1 FTE to the master schedule which decreased class sizes within the minimum 3ft distancing required student-student
2. To support the development and management of Distance Learning Plans, a Distance Learning Coordinator was established through the administrative internship program. Site counselors are providing assistance through distance learning programs as needed. One counselor and one administrator are designated to coordinate individualized programs for English Learners, foster youth, and homeless students. Low income students needing additional supports are also monitored through each counselors and their caseload.
3. Equipment (e.g. plexi-glass sneeze guards), PPE, and signage were deployed to support in-person instruction.
4. Additional technologies (hardware and software licenses) were secured to support distance learning (e.g. webcams, wireless microphones, hotspots, software subscriptions). Distance learning students in need of a laptop or other technologies to effectively support access were provided with such.
5. Online licenses for selected instructional materials were purchased to support all students, in-person and distance learners. 6. Altered Geometry Summer School, BRIDGE 9, and 6th Grade Orientation to align with public health directives rather than eliminate them. 7. Staff Professional Development sessions orient around deployment, monitoring, and ongoing adjustment of reopening plans.

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