



# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

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

# Stakeholder Engagement

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

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

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

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

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

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

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

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

# Continuity of Learning

## In-Person Instructional Offerings

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

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

University Preparatory High School (UPHS) looks forward to the opportunity to resume in-person instruction for our students. Our instructional plan is guided by our focus on our students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the Spring 2020 semester. We anticipate starting the 2020-2021 school year with targeted instruction that includes intervention support for our students who are at a higher risk of continued learning loss with the start of the school year beginning in a virtual learning environment. UPHS is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have developed a phased model approach to reopening. The model is as follows:

- Phase 0
- \*Complete closure
  - \*Essential UPHS Staff and Teachers only on-campus to provide instruction and oversee the day to day operations.
  - \*Instruction provided to all UPHS students via Zoom and Google Classroom.
  - \*UPHS-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.
  - \*All parent/student/staff meetings and individualized education plans (IEPs) via Zoom and utilization of Google Classroom.

- Phase 1
- \*UPHS Students will be placed in two cohorts. Each cohort will attend instruction two days per week on campus and participate in asynchronous instruction for the other three days per week.
  - \*Few students can come to campus for scheduled appointments with staff 1:1 for the purpose of technology services and/or to retrieve needed class textbooks and/or equipment.
  - \*Most scheduled meetings with UPHS staff and all IEPs will take place via Zoom. PPE is required for students and staff members. The option to participate with Zoom meetings will be made available.

- \*Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
- \*UPHS-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.

Phase 2

- \*UPHS Staff and students return to campus for instruction. Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
- \*Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
- \*UPHS-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.

In order to address the academic needs of our learners it is essential for our teachers to have communication with our students and their parents. Our model ensures that we are providing our students with a robust academic program with built-in supports including TCOE services, school-provided technology including laptops and mobile hotspots. Our instructional plan also includes support for the socio-emotional needs of our students. These supports will provide students with a safe place to manage the challenges that may impede their participation with learning. The tools acquired promote healthy responses that students can utilize both inside and outside of the classroom.

In order to address any UPHS classroom-based instructional schedule model, the plans and protocols of UPHS to ensure the safety of students and staff, including but not limited to campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles are as follows:

- \*Signage in all entrances, buildings, classrooms, and common spaces are reminding staff and visitors of their responsibility to self-check for symptoms associated with COVID-19, the importance of social/physical distancing and regular hand washing will be displayed. In addition, should social/physical distancing not be possible, it will be required that all staff and visitors wear a mask.
- \*Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members:
- \*Prior to entering any building, staff members will be asked to perform a self-check for symptoms.
- \*Physical distancing of six (6) feet to the extent possible.
- \*Masks are necessary in all classrooms and common areas. Interacting without a six (6) foot distance, a mask will also be required.
- \*Wash hands frequently and often.
- \*Health and safety stations will be set up throughout the buildings in common areas to provide: gloves, masks, disinfectant, hand sanitizer.
- \*Clutter free work stations
- \*All staff will assist in wiping down their workspace and any other area they are using - this includes kitchen areas.

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

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

Description	Total Funds	Contributing

## Distance Learning Program

### Continuity of Instruction

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

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

Our office staff will continue to monitor students for social/emotional distress through constant contact with homeroom teachers. They will review the student transcripts, individual learning plans, and student progress. Outreach to parents will be through our Blackboard email system, phone calls, and individual emails to parents and students. Data collection will be reviewed with the UPHS Principal, Counselor, and Lead Teacher on a regular basis via online meetings. These online meetings are a modification to in-person meetings.

Attendance monitoring, as described in the Pupil Engagement and Outreach section, and follow up when/if students are not engaging will be on-going through our Attendance Secretary and possibly through the TCOE Truancy Officer. Our instructional program is designed to promote, encourage, and promote the full participation of our students and their families. Our approach to student engagement through our distance learning program includes a Multi-Tiered Attendance Plan which is addressed in the Pupil Engagement and Outreach section of this document.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

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

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

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

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

## Distance Learning Professional Development

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

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

## Staff Roles and Responsibilities

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

The teaching staff will be provided with "office hours" every afternoon. This time will be for the teaching staff to meet one-on-one with students via Zoom for tutoring, develop online lessons and lesson plans, grade student work, collaborate with their department, and attend

professional development. Our office staff will work on a rotating, A/B schedule, to assist with social distancing. Office staff will be tasked with assisting teachers by making phone calls to parents of students who have been identified as not participating, excessive absences, or general disengagement. Our school nurse will be tasked with making contact with students who exhibit emotional issues relating to their academics and the stress of learning from home. Our counselor is tasked with organizing and preparing lessons for our homeroom classes about Social/Emotional Learning. As per our WASC Action Plan, our homeroom classes, Monday through Thursday mornings, will focus on student social and emotional health.

### Supports for Pupils with Unique Needs

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

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

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

Description	Total Funds	Contributing
MINDFULNESS-CENTERED SOCIAL-EMOTIONAL LEARNING (SEL) CURRICULUM FOR TEENS, EDUCATORS, AND PARENTS	1500	Yes
Mobile hotspots for families in need	25000	Yes
Purchase of laptops and iPads	26000	Yes
Purchase of webcams with microphones	300.00	Yes
Zoom licences for staff	1800	Yes
Distance learning curriculum for fine arts, math, English, science, social studies, PE.	7000	Yes

Description	Total Funds	Contributing
Science demonstration equipment for online learning.	1000	Yes
Ergonomic teacher desks and chairs	1000	Yes

## Pupil Learning Loss

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

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

## Pupil Learning Loss Strategies

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

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

English Language Arts - Students will receive daily small group instruction sessions via Zoom. Teachers will teach lessons and engage students with lessons that support their reading comprehension, writing, analytical thinking, and speaking skills. Lessons will provide students with access to instructional strategies such as vocabulary development, journal writing, independent reading, and group reading. Assessments in English language arts will be conducted throughout the year to monitor the progress of our students. Our assessment tools will include teacher-created assessments.

Mathematics - Students will engage with daily small group instruction sessions via Zoom. Students will receive support with mathematical concepts and one on one support when needed. Assessments will be conducted throughout the school year through the use of teacher-created assessments.

Classroom teachers will provide intervention support through academic office hours. Teachers will provide up to three hours per week of additional instruction beyond the regular school day for students who in need intensive academic support. Students will receive targeted instruction designed to give them additional support with understanding core content. In addition, our Homeroom program has been developed for each classroom teacher to foster a deeper relationship with approximately 30 students, focusing on the socio-emotional learning of each of those students, providing extra support and guidance as needed to mitigate the loss of learning during the Covid-19 crisis.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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.]

University Preparatory High School will be utilizing the Homeroom class as a vehicle to teach lessons about mental health awareness. Homeroom will also be a time for teachers to check in with individual students on a weekly basis. Our school will be implementing the program Mindfulness-Centered Social Emotional Learning Curriculum for Teens. As per our WASC Action Plan #3: Support students' social-emotional health. UPHS will seek ways to provide support for students so they arrive at school ready to engage and learn, so they become self-motivated individuals. The nurse at UPHS has training in Mental Health background and will be tasked with weekly check-ins with

students who have been identified as struggling in class and at home with regards to mental health and awareness. Additionally, all teachers will report to the principal and nurse any concerns with regards to any students they feel should be contacted regarding potential mental health concerns.

UPHS will support mental health and social and emotional well-being of pupils and staff during the school year;

\*UPHS will refer students and staff to a licensed clinician (and potentially an Intern) assigned to screen for behavioral health issues and to provide individual and group counseling to students on-site. When a higher level of care is necessitated, the clinician will link the student/family to the needed service.

\*The school nurse and Counselor will provide on-going social-emotional learning support via whole classroom instruction, small group, and individual one to one meetings.

\*Clinicians will provide mental health and stigma reduction training and workshops to students and staff at least quarterly.

\*Staff mental health needs will be addressed by providing professional development on topics related to vicarious trauma and the impact it has on each individual.

\*UPHS will utilize universal school-wide interventions such as social-emotional learning, trauma-informed practices, mindfulness practices, etc. to address and support student and staff social and emotional well-being;

\*Staff, clinicians, and outside contractors will be utilized to employ SEL, Trauma-Informed, and Mindfulness strategies.

\*UPHS is currently in partnership with Tulare County Office of Education's Student Health Services, Psychological Services, and Behavioral Health Services to develop and maintain a wellness platform for teachers and school staff. The resources available on this virtual site will be regularly disseminated to staff.

UPHS will provide professional development to staff;

\*Professional development will include but is not limited to: Suicide Prevention and Intervention, Trauma-Informed Practices, Resilience, Working Through a Lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, Responding to COVID-related Mental Health Needs. Professional development will be offered virtually, and when possible, in person.

## Pupil Engagement and Outreach

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

When it has been determined by the teacher and/or office staff that a student has disengaged from class/school, the first step will be the teacher making contact with the student's parents to inquire as to why the student is missing class time. This contact will be recorded in the Student Log in Powerschool. If the student continues to remain disengaged, the teacher will notify the nurse and counselor who will then

make contact with the student and parent to arrange a Zoom meeting. This meeting will be to determine the factors that have caused the student to disengage such as technology issues, learning issues, or family conflicts. They will then develop a plan to help the student reengage. If the students still remain disengaged, or absent, a letter will be sent to the parents explaining the compulsory attendance policy and law. The principal will contact the family to discuss intervention for the student. As a last resort, a home visit may be made. We will also utilize the local police department and request a welfare check if we are unsuccessful in contacting the family after three attempts. All contact and contact attempts will be recorded in the student's Log Entry in Powerschool.

UPHS will use a multi-tied attendance policy for unexcused and excused absences.

## UNEXCUSED ABSENCES

### FIRST & SECOND UNEXCUSED ABSENCE, TRUANCY, OR TARDY IN EXCESS OF 30 MINUTES\*

- School site will attempt to make contact with the parent/guardian via telephone to communicate about the first absence or tardy in excess of 30 minutes.
- School site will attempt to make contact with the parent/guardian via telephone to communicate about the second absence or tardy in excess of 30 minutes.

### THIRD UNEXCUSED ABSENCE, TRUANCY, OR TARDY IN EXCESS OF 30 MINUTES\*

- The law requires the school site to contact (speak) the parent/guardian via telephone, and First Truancy Letter will be sent to the student's parent/guardian. The school site attendance supervisor will also be notified.
- All additional truancies will be reported to the school site attendance supervisor as well.

### THREE TO FIVE UNEXCUSED ABSENCES, TRUANCY, OR TRARY IN EXCESS OF 30 MINUTES\*

- School Attendance Review Team (SART) may:

- o Meet with parent and student
- o Determine the cause of the truancy
- o Connect families with needed services and determine interventions
- o Sign a contract with the guardian and student agreeing to improve attendance

### FOURTH UNEXCUSED ABSENCE TRUANCY, OR TARDY IN EXCESS OF 30 MINUTES\*

- The law requires the Second Notification of Truancy to be sent to the student's parent/guardian. The school site attendance supervisor will also be notified. The school site should also contact the parent/guardian via telephone.
- School Attendance Review Team (SART) will meet with parents and students.

## FIFTH UNEXCUSED ABSENCE, TRUANCY, OR TARDY IN EXCESS OF 30 MINUTES\*

- A Third Truancy Letter will be sent to the student's parent/guardian. The law requires the school site to contact the parent/guardian via telephone, the school site attendance supervisor will also be notified.

IF the school site has complied with all above steps, the student is deemed a "habitual truant" and will be referred to District Level SARB.

## FIFTH-PLUS UNEXCUSED ABSENCE, TRUANCY, OR TARDY IN EXCESS OF 30 MINUTES\* = SARB

After the school site has sent the Third Letter of Truancy and the School Attendance Review Team (SART) has met with the parent, the student will be referred to the District Student Attendance Review Board (SARB) to identify and address barrier(s) to school attendance, the SARB Panel will review:

- Identify available community resources (e.g. mental health, social service agencies)
- Provide referrals for families to receive services
- Ensure school has completed available interventions prior to SARB referral
- Document steps already take to identify students and refer to appropriate resources
- Involve family in developing solutions that work for the family

Parent/guardians must comply with SARB instructions and commit to improving attendance. If they fail to comply, they may be referred to the Tulare County Superior Court.

## EXCUSED ABSENCES

### FIRST THROUGH FOURTH EXCUSED ABSENCE

- School site will document absences.

### FIFTH EXCUSED ABSENCE AND/OR FIFTH TARDY

- School site will contact parent/guardian.
- School site will document absences.

### SIXTH AND SEVENTH EXCUSED ABSENCE

- School site will document absences.

### EIGHTH EXCUSED ABSENCE

- School site will contact parent/guardian and First Truancy Letter will be sent to the student's parent/guardian.
- The school site attendance supervisor will also be notified.

- All additional trancies will be reported to the school site attendance supervisor as well.

#### SEVENTH THROUGH TWELVETH EXCUSED ABSENCE

- School site will document absences.

#### THIRTEENTH EXCUSED ABSENCE AND/OR THIRTEEN TARDIES

- The Second Notification of Truancy to be sent to the student's parent/guardian. The school site attendance supervisor will also be notified. The school site should also contact the parent/guardian via telephone.
- School Attendance Review Team (SART) will meet with parent and student.
- School Attendance Review Team (SART) will:

o Meet with parent and student

o Determine the cause of the truancy

o Connect families with needed services and determine interventions

o Sign a contract with guardian and student agreeing to improve attendance

#### THIRTEENTH -PLUS EXCUSED ABSENCE= SARB

To identify and address barrier(s) to school attendance, the SARB Panel will review:

- Identify available community resources (e.g. mental health, social service agencies)
- Provide referrals for families to receive services
- Ensure school has completed available interventions prior to SARB referral
- Document steps already take to identify students and refer to appropriate resources
- Involve family in developing solutions that work for the family

Parent/guardians must comply with SARB instructions and commit to improving attendance. If they fail to comply, they may be referred to the Tulare County Superior Court.

## School Nutrition

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

UPHS does not offer meals for students due to our lack of space to accommodate meals. Students will be notified of their home school district's meal offerings through our school website and email notifications.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.5%	\$88,450

### Required Descriptions

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

Each unduplicated student will be the first students to receive a school laptop and/or mobile hotspot if requested.

Each unduplicated student will be assigned to a learning aid who will assist the student with their academic courses.

Each unduplicated student will be provided with social-emotional health and welfare assistance by the school nurse and counselor

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

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