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.]

In person instructional offerings for the Fall 2020 semester will begin once state and local health orders allow for in-person classroom based instruction. In person instructional offerings will include tiered intervention small group (less than 10 people per room) instruction for the following groups of students as identified through case management assessments, and a systematic cycling of both formative and summative assessments within all courses: English Learners, SPED, homeless, and struggling students with course grades lower than 70%. In addition to synchronous and asynchronous online course offerings, students within these categories will be scheduled for onsite small group instruction led by certificated teachers in increments of 50 minutes between the hours of 10am and 2pm, Monday through Friday. English language learners and SPED/504 students will be provided accommodations and support in coordination with their core content area teachers, and/or their IEP/504 plans. Homeless students will be scheduled for additional case management assessments to provide support service referrals. Struggling students will be provided targeted supplemental instruction in coordination with their core content teachers. All efforts will be monitored through case management and course progress and participation metrics.

In accordance with public health guidance the classroom based instructional model will include protocols to ensure the safety of staff and students. This will include group settings of less than 10 students, spacing of all tables and chairs to six feet apart, the required use of facial coverings/masks for all staff and students while on campus, cleaning and sanitizing of all surfaces before and after use, and access to hand sanitizing stations in classrooms.

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

Description	Total Funds	Contributing
Purchase and deployment of materials to support safety protocols including mask/face shields, sanitation products, social distancing decals/tape, and safety/hygiene signage.	$7,388.00	Yes

Distance Learning Program

Continuity of Instruction

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

Courses designed for distance learning will be held to the same standards as in-person learning and are designed based on the same CCSS and core content standards. Classes, similar to those in-person, will utilize Google Classroom and GSuite tools. These tools are identical to those utilized by teachers featuring digital assignments to turn in, videos and guided instruction from the instructors. There will be office hours available for all students to receive one-on-one or small group instruction, from 10AM to 2PM daily.

Google Classrooms will contain instruction and assignments comparable to in-person classes, designed from and aligned to UCCS's curriculum maps and utilizing the same course materials. Additionally, students have online access to HMH Biology and Life Science textbooks and interactive resources, Pearson myPerspectives ELA texts, and CPM ebooks for PreAlgebra and Algebra, in the exact manner that they would be accessed in an in person classroom setting.

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.]

A student and family survey was conducted prior to the start of the school year to determine students' connectivity and individual needs. UCCS determined that there was a great need for computers for nearly all students, therefore 1-to-1 devices are being provided to all students. Chromebooks and Internet hotspot devices will be made available to all students upon registration to ensure access to online classes and video calls with certificated teachers during distance learning. Each student will receive both devices, unless otherwise determined by the student.

Technological support will be provided as needed by both teachers and case managers. This includes troubleshooting and coordinating replacement of devices as needed.

During the 2019-2020 school year, Chromebooks were distributed to all students surveyed that did not have a personal device. More than 90% of the student population received a Chromebook to be able to complete their schoolwork. However, many students struggled with reliable internet access during this time. Because of this, UCCS determined that all students will receive a wireless hotspot that will be compatible with their Chromebook device and provide unlimited wifi access each month of the current 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.]

Students will attend one live synchronous class via Zoom each academic instructional day for their LifeSkills class. Students will participate in five to six asynchronous courses, each with instruction and coursework equivalent to 50 minutes of instruction. Teachers will instruct students and track attendance and participation in these classes through the school information systems. Participation will be recorded in gradebooks, noting active participation/presence in daily live instruction as well as completion of assignments during that school day. Participation will represent 30% of each course grade. Participation is defined by active participation in one daily live interaction (LifeSkills course), completion of assignments on the assigned school day and/or completion of a learning log for each weekly course assignment. This participation policy was created to ensure that students are participating regularly. If students do not participate, weekly participation and progress reports will be

sent to all teachers and case managers to initiate student and family contact. Asynchronous courses, taught and monitored by certificated staff, will note participation in gradebooks by assigning participation points and in weekly participation reports. Students that do not participate on their school day via live contact (office hours, via Zoom or phone) and/or failure to complete assignments on time will receive a failing participation grade for that day.

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.]

Teachers have received training on the following online platforms and distance learning strategies: Zoom, GoGuardian, Promethean Google Integration, CPM Math "Teaching Remotely", CDE's Stronger Together Guidebook, Google Center Teacher Tips, Google EDU training, and other subject specific resources. All teachers are certified Google Educators, utilizing GSuite tools and apps in their online classrooms. All teachers have been issued a laptop and/or table to prepare and record lessons, interact with students remotely, etc. Additional technology support will be provided including management of student online resources, management and monitoring of student computers, etc.

Staff Roles and Responsibilities

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

All teachers will be responsible for teaching a social-emotional learning life skills class to their assigned students in a live synchronous online video conference. This class will provide stress management tools, reflective strategies and guided discussions to ensure that students are supported during this distance learning period. Many students are dealing with significant changes in their personal and school lives and the goal of this course is to help students grow in their ability to cope, including self-discipline to work independently as needed. It is not currently possible to bring students back on campus so all teaching, case management, etc. will be conducted via Zoom, phone calls and other means of communication. If needed, case managers will be available in person to meet by appointment with their students if in person assistance is needed. Each case manager will be on campus for a minimum of two shifts per week. Case Management will continue with weekly meetings with their students and regular assessments of students' social-emotional needs during this time through weekly contact and academic progress monitoring.

When in person instruction is possible, teachers and case managers will return to campus. At this time, teachers will provide in-person small group targeted instruction and support via Zoom and provide feedback to students via Google Classroom.

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.]

Students with unique needs will receive additional support through scheduled online instruction appointments. Students within these categories will be scheduled for online small group instruction and/or one-on-one video calls, led by certificated teachers in increments of 50 minutes between the hours of 10am and 2pm, Monday through Friday. English Learners will receive additional support through online small group instruction with their teacher and peers to support online learning assignments and course goals. Students with SPED/504 plans will be provided accommodations and support in coordination with their core content area teachers through weekly Zoom appointments. Homeless students will be scheduled for additional case management assessments to provide support service referrals. All struggling students (failing courses with grades <65%) will be provided targeted supplemental instruction in coordination with their core content teachers. All efforts will be monitored through case management and course progress and participation metrics.

Additionally, UCCS's case management department provides support services to low income students, foster youth, homeless students and those with exceptional needs through partnerships with community agencies that provide housing, healthcare, food assistance, transportation, child care, tutoring, and mental health services. Case managers have weekly, if not daily, contact with their caseload to monitor attendance, academic progress, and socio-economics needs.   These services are managed through a software system that tracks attendance, incidents, and referrals to support services.

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

Description	Total Funds	Contributing
Internet enabled wifi hotspots for students to participate in distance learning	$74,000	Y
Chromebook devices for students to participate in distance learning	$11,998.67	Y
Google Education Licenses	$1,300.00	Y
Laptop devices for teachers to facilitate distance learning	$8,706.73	Y
Zoom Education account for synchronous class instruction	$2,250.00	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.]

Due to the fact that our school services a student population that has either dropped out, or aged out of the traditional K-12 system, the nature of our academic program has always been built on narrowing our student's achievement gap and addressing issues of credit recovery and learning loss. In this way, the school closures and shift to distance learning has brought with it the same challenges of learning loss that our students have experienced as a result of gaps in enrollment from school years prior to 19-20. For all students, we address learning loss through STAR math and language arts diagnostic assessments that determine grade level equivalencies in conjunction with course benchmark assessments aligned to California's curriculum frameworks and common core state standards. Students are STAR tested upon enrollment and at the end of every semester to measure growth towards grade level equivalency in mathematics, and language arts. All courses incorporate benchmark assessments in the middle and end of each semester to measure progress towards mastery of state

standards. In addition to the STAR and benchmark assessments, students designated as English learners take a diagnostic English Language Development test, in addition to the initial and summative ELPAC test. Together these assessments are used to identify students for intervention courses in mathematics, language arts, and English language development. These courses are designed to address learning loss and scaffold instruction to support grade level mastery and state standards, and increase English language proficiency. .

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.]

English learners (EL) receive designated instruction in English language through reading, writing, listening and speaking intervention coursework which follow language based instructional strategies such as SDAIE. EL students are diagnosed for language proficiency upon enrollment, throughout each semester via benchmark assessments, and at the end of every semester to measure progress. This data is used to target pupils for reading intervention and supplemental support course work in their credit recovery courses.

UCCS has a designated department for case management that provides support services to low income students, foster youth, homeless students and those with exceptional needs through partnerships with community agencies that provide housing, healthcare, food assistance, transportation, child care, tutoring, and mental health services. Case managers work with students to identify needs and develop individual development plans to ensure success in both the academic and vocational training aspects of the program. At minimum, case managers have weekly, if not daily contact with their caseload to monitor attendance, academic progress, and socio-economics need.   These services are managed through a software system that tracks attendance, incidents, and referrals to support services. STAR diagnostics, course benchmark, and course grades are used to target students for intervention courses in language arts and mathematics.

100% of our students fall into one or more of these categories. Together the combination of diagnostic and benchmark assessments, course grades, and case management support services are used to identify and address issues of learning loss.

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.]

The methods to which UCCS will measure the effectiveness of services to address learning loss will include diagnostic, benchmark and summative assessments aligned to California curriculum frameworks, state standards and grade level equivalency expectations. Grade equivalent growth expectations include 1 grade equivalency increase in mathematics and language arts per semester as measured by STAR assessments. Benchmark and summative assessments will measure mastery of California state standards through course grades which include benchmark mastery of at least 70%, and satisfactory completion of all coursework. UCCS utilizes a system of curriculum maps aligned to state standards with embedded benchmarks to measure student achievement, followed by unit reflections in which teachers review student achievement, course progress, and progress and alignment towards standards which is used to adjust instruction throughout the semester. Unit reflections are facilitated by our Curriculum Coordinator in partnership with all teachers.

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

Description	Total Funds	Contributing
Designated daily instruction schedule for supplemental support classes for subgroups experiencing learning loss	[$ 0.00]	Y
Diagnostic, benchmark, and summative assessments schedule throughout Fall 2020 semester	[$ 0.00]	Y
Case Management support services including socio-economic diagnostic and monitoring assessments	[$ 0.00]	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.]

UCCS has developed a plan for the 2020-2021 school year that establishes goals for supporting students through distance learning, a hybrid model, or a face-to-face model. Case Managers continue to provide support for all students and also focus on those who may need additional support and resources. This plan includes weekly, and as needed check-ins with students with the greatest level of need as well as students who have not connected with teachers via scheduled on-line classes. Resources include but are not limited to weekly check-ins with case managers, daily attendance monitoring to ensure students are fully participating in all required aspects of the program, on-going basic needs assessments to ensure students have the necessary resources available to receive needed and requested services (Food, health care/mental health/transportation/housing/clothing/legal-aid/child care/etc.)

Case Managers also have the opportunity to provide additional guidance and support to all students via the Career Development class that has been revamped to emphasize more of the social/emotional and personal development domains. During recent school closures, UCCS has been working with a Licensed Clinical Therapist to develop in depth lessons for students to incorporate these social emotional domains within each academic subject.

Frequent communication between teachers, vocational coordinators, administrators, and the adult student continues to be a crucial component in the success of the student since working as a team is even more important when providing distance learning. Students have access to their case managers, teachers, coordinators and the school psychologist via virtual conferencing, email and/or telephone. Contact information is given to each student during orientation and as needed throughout the year.

Although social emotional Learning is embedded in each of our curricular areas, UCCS acknowledges that students may need additional mental health support during this time. Our partnerships with various community organizations such as; South Bay Community Services, Community Health Centers, North County Health and Human Services, ACCESS and various other organizations within the Community Information Exchange System continue throughout this school year.

UCCS acknowledges that staff may also be in need of social and emotional support during these unprecedented times. As such, UCCS stresses the importance of self-care and often sends out reminders to ensure that they are taking all the necessary precautions to stay

healthy and safe. In addition, staff continue to receive training in mental health awareness, trauma informed care, how to promote healthy and thriving learning environments as well as how to deal with difficult situations through conflict resolution tactics.

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.]

Procedures for tiered engagement for students who are absent from onsite or distance learning begin with case managers monitoring their assigned students attendance on a daily basis. Students who are absent from school are contacted the day of absence to identify the cause of the absence and provide support services where necessary. Participation and course progress reports are shared between teachers, case managers, and school administrators on a weekly basis to monitor student progress in onsite, synchronous and asynchronous courses. Students falling below 70% in courses are targeted for small group supplemental instruction via synchronous video conferencing, or in person classroom instruction when state and local health orders allow. UCCS follows a multi tiered system of support and progressive intervention policy for attendance, behavior, and academics that includes risk level designations based on the impact of specific behaviors on a student's academic and social emotional success. Incidents such as unexcused absences, excessive absences, policy infractions, or poor academic performance are assigned points which accumulate and trigger varying degrees of intervention such as coaching in positive behavior expectations, academic intervention courses, and/or performance improvement plans that are administered by teachers/case managers, and monitored by school administration. UCCS utilizes a system of coaching logs to monitor and track these intervention strategies. When students fail to meet compulsory education requirements a conference is scheduled between the student and school administrator to develop a performance improvement plan. This process includes reviewing the students academic progress, attendance record and individual development plan in order to develop measurable goals with benchmarks within a time table to ensure the student can meet their academic and socio-economic goals. Since UCCS students are all adult learners over the age of 18, parents are not involved in this process unless the student requests it.

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.]

Urban Corps Charter School participates in the National School Lunch Program under Provision 2, which means that all students are eligible to receive free meals. On March 16, 2020, UCCS was granted a waiver to distribute Grab and Go meals to students under the Seamless Summer Option Program. This waiver allows UCCS to provide school meals in a non-congregate setting to any student K-12. UCCS has been serving Grab and Go Meals under this waiver since March 16, 2020 and will continue to do so until December 31, 2020 when the

waiver is set to expire. UCCS will continue to operate the meals program under the National School Lunch Program as of January 1, 2021 through the end of the school year regardless of whether or not the waiver extends past 12/31/2020.

In collaboration with Volunteers of America (VOA), a food vendor contracted by UCCS and approved by the California Department of Education (CDE) UCCS provides daily nutritious individually prepackaged sacks that include breakfast, lunch and snacks. Meals are prepared and delivered daily to UCCS campuses (Urban Corps and CCC National City). All meals are cold and kept temperature safe when delivered and during distribution.

MEAL DISTRIBUTION SERVICE SCHEDULE:

1.	Urban Corps campus: Monday-Friday 6:30am-8:00am

2.	California Conservation Corps, National City campus: Monday through Thursday	3:30pm-5:00pm

UCCS staff are required to follow current county health and safety guidelines to include self-monitoring their health status daily before coming to work. Using our central kitchen to distribute meals has made it possible to adhere to social distancing requirements. Safety protocols at meal distribution sites include: staff wearing face coverings, remaining six feet apart, and wearing gloves. Having meals pre-packaged allows for staff members to distribute meals using a walk-through method. The Meals Manager stands inside the enclosed kitchen and distributes Individual food packages by placing them on a tray and sliding them under the plexiglass window opening. To encourage social distancing, UCCS has placed markings on the floor outside the kitchen window with 6 feet between each marking. Those in line to receive a meal will be required to stand at each marking until they approach the distribution window to receive their meals. This distribution process will be the same for both the online learning and hybrid model.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well Being	Weekly check-ins with case managers, daily attendance monitoring to ensure students are fully participating in all required aspects of the program, on-going basic needs assessments to ensure students have the necessary resources available to receive needed and requested services (Food, health care/mental health/transportation/housing/clothing/legal-aid/child care/etc.)	[$ 0.00]	Y
School Nutrition	Safety, sanitation and hygiene protocols and support materials	$10,000	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
100% of UCCS students fall into the unduplicated groups of foster youth, english learners, and low income students, therefore there are no increased or improved services as compared to other groups in the Learning Continuity Plan.	N/A

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.]

100% of UCCS students fall within unduplicated categories of foster youth, English learners, and low-income students. UCCS designs curriculum frameworks, assessments, social emotional learning, and support services with the needs of these groups as the first priority. This includes: learning loss, socio-economic need, food insecurity, health care/mental health, transportation, housing, clothing, legal-aid, and child care as described in each section of the learning and continuity plan.

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

100% of UCCS students fall into the unduplicated groups of foster youth, english learners, and low income students, therefore there are no increased or improved services as compared to all groups in the Learning Continuity Plan.