

Learning Continuity and Attendance Plan for University High (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.]

COVID-19 has affected University High school and its staff, students, and parents greatly. UHS is located on the campus of California State University, Fresno. The CSU system of universities announced early on that they would be teaching college classes in an online format only. UHS students in grades 10-12 take college classes, which means that some of their classes would be online, even if their UHS classes would be in-person. On July 17, when the Governor then announced that any school in a county on the state “watch list” would have to open with online/distance learning, UHS had to abruptly change plans. Our teachers are having to learn many online programs in which to re-create their lessons, we have to buy numerous technology accessories to support their instruction (monitors, headsets, etc.), and various software programs to diversify their lessons and be able to interact with students. For students, we have to check out laptops for any students that need them. When we are able to return to in-person instruction, we have to purchase various types of PPE to keep the staff and students safe, including, but not limited to, Plexiglass, non-contact thermometers, automatic hand sanitizer machines, etc. Lastly, because UHS is a charter school that attracts students from 40 different zip codes in the Fresno County area, we have to be completely prepared with a safe, sanitized, and equipped school and plan to make sure that students and staff have as many layers of protection as possible to stop community spread.

Stakeholder Engagement

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

Parent and student surveys were sent out in July to gauge the level of desire to return to school in person or online. A parent Webinar was held in August before school started to share information and take questions. Future webinars will be scheduled, as well as surveys, when the Fresno County area decreases in COVID-19 numbers and an in-person return to school is possible. Additionally, emails and automated phone calls have been sent to parents and students about filling out the survey and with other pertinent information and/or upcoming dates.

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

Board meetings via zoom are open to the public. Zoom codes are posted on our website under the “Board” tile. Emails and flyers were posted and sent to inform parents and students about webinars.

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

According to our survey in July, we had 399 parents and 280 students complete the survey. The parents responded that 38.85% (155) would like in-person instruction, 58.90% (235) would like online instruction, and 2.26% (9) had no opinion. For students, the results were similar: 35% (98) wanted in-person instruction, 59.29% (166) wanted online, and 5.71% (16) had no opinion.

Additional surveys will be sent as we get closer to re-opening for in-person instruction. A survey will also be sent to the staff.

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

Parents report that they are appreciative that they are given feedback options via surveys, emails, and messages from University High School. They state that they feel that their voices are heard when concerns are shared, and when surveys are administered. After reading this plan, suggestions include adding upcoming and important dates to the home page of our website so that these are seen right away. They would also like to be included in future decision making opportunities that are available, such as reading through accountability plans like this one, and being able to offer input in order to help the school.

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.]

As per the Fresno County Health Department and the State of California, in-person instruction is not allowed at this time. However, plans are being made for students that will need extra help and for students on an IEP. UHS has an after-school tutoring center. Even though we will begin school with online instruction, our returning tutors will create their own Google Sites and zoom codes in order to work with students that need extra help. Currently, UHS has four students that have an IEP. Two of the students receive Speech services and they will be able to receive those services via zoom or another online program that they can login remotely with their Speech Therapist during an open class period. One student has a Specific Learning Disability and has a tutor hired by UHS. They will coordinate by zoom meetings twice a week. Lastly, the final student with an IEP has OI and needs physical accommodations and modifications, so no additions are needed for her at the moment for online learning.

Students with mental health issues will also have their needs addressed. UHS has a program on campus called All 4 Youth. Students can be referred to this program by their Counselor. Then the therapist will call them and their parents to get the process started. Then zoom or Google Meets meetings will begin after that.

The incoming Freshmen class will be closely monitored; we will be looking for students that are struggling academically and/or mentally and emotionally. Changing to high school from junior high is always tough, but doing so during a pandemic and with online school adds to that challenge. Additionally, UHS is a school of choice; students choose to come here instead of their local public school. We want to convey a safe and supportive atmosphere to all students, with the systems in place to help make all students to be successful.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Speech Services	\$7200	N
Tutoring Services	\$10,000	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.]

UHS plans to use our same daily schedule and teachers will be teaching from their classroom on a daily basis. Teachers will also be taking roll every period and our attendance clerk will call home for students with absences. These systems will help to create an atmosphere for students that online instruction is the “new normal” for now and is as much like in-person instruction as possible.

All of the UHS teachers have been trained on numerous online platforms in which they can conduct their lessons. All or most UHS teachers know how to use Zoom, Google Meets, Google Classroom, Google Sites, Pear Deck, and various other interactive programs. We are continuing with our 48 Book program as normal and students were given all of their grade level 48 books, as well as textbooks, lab packets, and other materials, in a walk through pick up process.

UHS students will also be accessing their Fresno State college classes, which are part of our curriculum, in an online fashion. Some of those classes are synchronous and some are asynchronous. Most of the UHS classes will be synchronous and according to the daily time schedule; classes on Fridays will be asynchronous and teachers will have “office hours” in order to provide extra help to students.

Students with an IEP will continue with their services via online platforms (speech program, tutoring via zoom, etc.).

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.]

UHS has already contacted the students from last school year that needed laptops to see if they need laptops again for the 2020-21 school year. The incoming freshmen will be individually asked of their technology needs when they come in by appointment the week before school begins. Students in grades 10-12 will be instructed to contact the office if they have technology needs (laptop, hot spots, etc.). As of the first day of school, we have loaned out about 100 laptops to students, or 21% of our student population.

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.]

All UHS teachers will be meeting with all of their students with our regular schedule. Daily attendance will be taken each period by teachers in all of their classes. The attendance clerk will call home regarding absences and parents will still be required to call the school when their son/daughter misses class. Class sizes are already small at UHS, and additional time was spent this summer to even out the classes and make all classes as small as possible. Teachers will use interactive software like PearDeck, which allows them to access their students' screens and share them with the class, and other mechanisms like polling and breakout rooms that encourage student participation.

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.]

UHS started in the summer months with training teachers with various technology and program platforms. Some of our teachers were using Google Classroom and some were using Google Sites, so trainings were offered in both programs. Training in PearDeck, an interactive student platform, was offered, as well as Turn It In. One of our teachers also teaches for Fresno State, and she was able to share the information from the three-day training that she was required to attend. Many of our teachers also signed up for the free two-day training that the Fresno County Superintendent of Schools offered for distance learning instruction.

A survey was sent to the UHS teachers to ask what additional technology needs and supplies are needed in order to effectively teach online this school year. Most of these items were purchased and set up for teachers to use before the first day of school. All of our teachers have a computer and extra monitor to see students, and most have an iPad as well.

Staff Roles and Responsibilities

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

One of our teachers has been given a stipend as an Instructional Technology Coach for her time and efforts in training our teachers during the summer and last spring. She will continue in this capacity for the 2020-21 school year and beyond. Our Information Technology specialist has also been training teachers this summer on interactive programs and software. He has been adding technology programs and updating teacher and student laptops with the latest information systems so that they are in the most efficient working condition possible.

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.]

UHS has very few students in this category, so we will be able to check on them to make sure that all of their needs are being met. Counselors will coordinate these efforts and let administration know if any technology, mental health needs, extra support, or anything else is needed for any of our students.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Stipend for Instructional Technology Coach	\$2000	N
New laptop cart (45 station iMac Pro laptops)	\$70,000	N
Technology supplies for teachers (monitors, headsets, webcams, etc.)	\$10,000	N
Software Programs	\$15,000	N

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.]

At the completion of the 2019-20 school year, University High School administered a math diagnostic test for the next school year’s incoming freshmen. This diagnostic test covered California Common Core State Standards for Mathematics grade levels 3rd through 10th grade. Based upon CA CCSSM standards not met, students were given summer work to address their individual deficiencies. Students were grouped based upon not mastering standards in grades 3 through 6 and standards in grade 7 and 8. Supplemental videos were recorded and made available for any student who struggled to complete the summer work. Eleven weekly Zoom tutoring sessions were offered as support to the students completing the summer work. The Zoom sessions were designed to teach the students the curriculum they were missing.

Teachers of UHS’s Integrated Math I, Integrated Math II, Advanced Mathematics, AP Statistics, and AP Calculus courses met to discuss topics that were covered and possibly not covered as in depth as we would have liked. Teachers were prepared for the 2020-21 school year based upon the topics that were covered in the previous school year. Teachers started the 2020-21 school year with a review unit. As the 2020-21 school year progresses, each math teacher at UHS understands that background knowledge from the previous year may need to be built prior to covering a new topic. Each teacher is assessing curriculum and topics from the 2019-20 school year while covering their content for the 2020-21 school year.

In the area of English language arts, for students returning to UHS in grades 10-12, they were still actively engaged in essential curriculum with distance learning through the planned last day of the previous school year (5/29/2020). Standards continued to be met while supplemental and spiral reviews may have been minimized. Teachers of grades 10-12 will give informal assessments and structure new

material accordingly. Incoming 9th-grade students face a greater learning loss as they come from so many different middle school programs (some which continued with distance learning in the spring and some that canceled school altogether). Incoming 9th-grade students will take a diagnostic assessment for grammar, reading comprehension, writing fluency, and critical reasoning. These assessments will shape the teacher's starting points in each area of study to meet the needs of the lowest-performing students while still challenging the highest performers. Daily tutoring will be available for students that score below standard. Spiral reviews of material typically covered in middle school will continue through the first semester to ensure students' retention of new material as they master previously presented material.

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.]

Teachers at UHS met at the end of the 2019-20 school year to address students of concern in the area of mathematics. We identified students who struggled more than others with online/virtual education. As the 2019-20 school year ended and the 2020-21 school year started, teachers worked to identify the needs of our students as caregivers of their households. The math teachers have created video lessons and began recording our daily live online classes to help meet the needs of our students who have distractions at home. Since UHS has provided technology to all of our students who identified themselves as someone in need, our teachers were able to provide equal online education for all of our students. In addition to recording our live sessions and supplemental video lesson, the math teachers were also available via Zoom to our students who need that additional support.

Prior to the 2020-21 school year, University High School's counselors offered all parents of students on 504 Plans and Special Education students with IEP's to meet to address their students' needs for the year knowing that online education would be the primary delivery of content this school year. Each math teacher participated in these meetings and provided a plan for additional support to these students with extra time to complete assignments and Zoom tutoring sessions. The math teachers at UHS recognize that every student's home situation is unique and we will closely monitor each student's progress during the 2020-21 school year to do our best to differentiate instruction and make accommodations to our students when their needs change, by recording supplemental videos and offering Zoom tutoring sessions.

In the English department, at the end of each unit of study through the first semester, the teacher will give a post-assessment to ascertain which students are still behind in the areas of grammar, reading comprehension, writing fluency, and critical reasoning. The 11th and 12th grade teachers both teach AP level classes so their curriculum is aligned with College Board and the CA State Standards. The 9th and 10th grade classes are aligned with CA Common Core State Standards for English. Students identified as far below standard will be offered SST meetings with their counselor to put plans in place to help them overcome the learning loss from the spring. Peer tutors, daily tutoring hours with the teachers, and additional resources for practice will be provided for those who need it.

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.]

Math teachers at University High School will closely monitor the students with each assessment that is given. Support and resources that are made available to the students will be adjusted as the needs of the students change. Currently, the math curriculum at University High School has been carefully paced to cover all of the CA CCSSM for the 2020-21 school year and to backfill any missing curriculum from the

2019-20 school year. Assessments will be given throughout the 2020-21 school year and the teachers of the math department will discuss the results and learning outcomes to ensure the students are progressing through the curriculum. As the 2020-21 school year comes to an end, the math teachers at UHS will meet to see if diagnostic testing and summer work will need to be assigned to address any learning loss from 2019-20 and 2020-21 school year. If necessary, the math teachers will assign what is needed to address the learning loss.

In English, the teachers plan to meet twice a month to vertically align curriculum, assess student learning, and strategically plan for learning loss of any students. Tutoring is offered to students right away when low grades and lack of knowledge is prevalent. Low performing 9th grade students are individually paired with paid tutors; their grades are monitored and compared at checkpoints.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Tutorial Services (See In-Person Instructional Offerings, page 3)	\$10,000	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.]

UHS employs two full time counselors for its 500 students, which is well below the 700 to 1 ratio that most high schools in the area have for their counselors. Since UHS is a very rigorous school with dual enrollment as required as part of its curriculum, stress and mental health have been important factors of focus for many years. This year, however, COVID-19 has added to that stress for our students. Our students are used to working together, talking with their teachers, and connecting with other students on a regular basis. Being quarantined has greatly affected our students in a negative way. Both UHS Counselors have provided zoom codes for the students on their caseload so that students can enter the zoom meeting to meet with their counselor anytime that they have a break in their schedule.

Additionally, our Counselors are continuing with their academic counseling with each grade level, beginning with the seniors. These meetings will take place via zoom and parents are invited as well.

UHS had begun the process of incorporating the All 4 Youth Mental Health program with a therapist on campus during the 2019-20 school year. In the fall of 2020, all staff members (teachers and support staff), will be trained by the Fresno County Superintendent of Schools regarding mental health and the All 4 Youth program and systems.

Our Activities Director is also in the process of planning activities for our student body to partake in virtually. ASB and Class Officer Elections and meetings are scheduled and notices have been posted. Additional upcoming activities include music at lunch, lunch zooms with the principal, and club meetings.

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 is not engaging in instruction and is at risk of learning loss.]

UHS Teachers will take roll in each of their classes daily, and our attendance clerk will call home to clear and confirm absences, just as if students were at school in person. Teachers will also follow up with absent students in order give them their assignments and explain the missed lesson(s). If students are absent on a continual basis, then the attendance clerk and teachers will let the vice principal know so that he can call home to check on the student and talk with the parent. Calls will be documented in our SIS so that accurate records can be kept to keep track of students so that no one falls behind. UHS also has a shared document with its teachers that documents parent phone calls for each student. Our two counselors use this document to verify that teachers have contacted parents of students that are on the Academic Ineligibility list (1 F and/or below a 2.0 gpa on a progress report). Counselors will also call students and create plans to help students be successful.

Administration can also make home visits, as they did in the 2019-20 year during distance learning, if needed.

Our counselors already meet individually with each sophomore, junior, and senior and their parents to create an academic plan for high school and beyond. Before COVID-19, administration and counselors met with the freshmen in groups of 5, so a new plan will have to be created for the freshmen.

Any document can be translated into Spanish or parents can speak to a Spanish speaker via our attendance clerk, office aide, and counselor. We have very few parents that do not speak English.

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.]

UHS will provide meals for students during distance learning, just as we do during in-person learning. Students on our free and reduced lunch list will be notified that lunch is provided at UHS daily. We provide our students with balanced vended meals which are delivered to the school site daily through a contract with the Fresno Economic Opportunities Commission. Our meals follow the strict guidelines set by the NSLP.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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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
3.45%	\$153,674

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.]

For the 2020-21 school year, UHS is required to have school in an online/distance learning format due to COVID-19 incident numbers. Low-income students and our foster youth were surveyed along with any other student from the previous year to see if they needed technology devices (e.g. laptops, hotspots) as they would receive the devices first. After this data was collected, then the remainder of the school population was surveyed to see if any needed to borrow laptops.

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

Lunch forms were mailed to all students and forms were collected before school began. Direct Certification reports will also be pulled from CALPADS in order to capture all of our low-income students.

A thorough look through the demographic data of all of our incoming freshmen has indicated that we do not have any foster youth, only the one current UHS student. There are no returning English Learners, but looking at the Home Language Surveys of the students coming in from private schools, there are three incoming freshmen that we need to determine if we need to test them with the ELPAC assessment. According to CALPADS data, there is one English Learner in the incoming freshmen class.

After collection of the lunch forms and the number of students are identified in the 2020-21 school year as low-income, UHS can provide specific tutors for these students to help with access of curriculum, as well as adjusting to high school. All UHS freshmen are also paired with junior and senior Peer Mentors that serve as guides to help advise the freshmen.