California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The impact of the schools' closure is that we had a 1,000-employee work force and a student population of over 10,000, that had 2 days' notice to transition to complete online learning. The staff had little training in how to teach and interact in an online format. Students had little experience in learning in a completely online format and families were left to determine how to balance learning and working from home or finding childcare if still working out of the home. While we quickly organized stakeholders consisting of teachers and administrators to develop a plan for learning, we realized along the way that there were many things we would need to adjust if we were going to remain in anything but a traditional model for the upcoming school year. The development of our plan was based on our learning from the closure during the spring, and the feedback that we received from our students, staff, families and communities on how to improve our program to ensure that we were providing a rigorous distance or blended learning opportunity for students. First, we conducted a needs assessment of our instructional, operational and cultural needs as it relates to curriculum, instruction, assessment and engagement. This was conducted by Ed Services directors and coordinators and we used the District Capacity Assessment, and the LEA Self-Assessment provided by the county. Next, we reviewed perception data. We surveyed staff, students and families on their perceptions of how our schools functioned instructionally, operationally and culturally during the school closures. We had 1484 of our families respond, 1279 students and 459 staff members. Finally, we held several virtual community forums: one for certificated staff, one for classified staff, two for students, two for a compilation of stakeholders which included our DELAC and DPAC representatives, and three for families, differentiated by elementary, junior and high school. Based on the analysis of that feedback from all stakeholder groups, we recognized that students and teachers were overwhelmed with trying to keep up with all the subject areas in elementary and six periods in the secondary. We also heard from our families that they would rather have their students on campus more days for a shorter period, the less days for a longer period. In consideration of the safety concerns that all stakeholder groups had as well, we created a type of block schedule that allowed for a small class size to meet four days a week in an am/pm model. This schedule also allowed for opportunities during the school day for support/intervention and enrichment sessions. Additionally, we will continue to offer nutrition services to our community as this was a tremendous benefit for our families, based on their feedback. Finally, based on community and family input, we determined that we needed to offer daycare this school year in order to support the needs of our families and staff that are considered essential workers.

Stakeholder Engagement

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

Upland Unified School District developed a comprehensive stakeholder engagement plan to develop our learning continuity and attendance plan. We recognized the need to develop our plan based on the input of our stakeholders. The first part of our stakeholder engagement plan included conducting a collaborative needs assessment of our instructional, operational and cultural needs as it relates to curriculum, instruction, assessment and engagement. We included a team of ten educational services directors and coordinators, site administrator at the elementary, junior high school and high school levels, teacher leaders at all three levels and local bargaining members. The needs analysis included reviewing outcome data such as attendance rates, grades, i-Ready reading and math assessment scores. Next, we reviewed perception data. We surveyed staff, students and families on their perceptions of how our schools functioned instructionally, operationally and culturally during the school closures. Those surveys were sent out in English and in Spanish. Lastly, we held several virtual community forums: one for certificated staff, one for classified staff, two for students, two for a compilation of stakeholders and three for families, differentiated by elementary, junior and high school. During these forums we listened and responded to questions, concerns and ideas and captured the information shared by attendees in a downloaded chat document which we later used to begin developing what we call our Learning Continuity Guidebook. We recorded the sessions and sent them to families via our student information system. We made personal phone calls and personalized invitations to ensure our families who have students with disabilities and our families with students designated as English Learners were represented in our community forums. In order to capture feedback from stakeholders who did not have internet, we let all our students who borrowed hot spots and chrome books keep them through the summer so they could participate in virtual summer activities that we had planned and our virtual community forums and school board meetings. Everyone who communicated with us that they needed internet access, was given a district hot spot. We recognized that we were going to need to capture their feedback as well. After having received and compiled all the feedback, we developed our plan and shared it with stakeholders and adjusted it along the way, until we were able to come up with our final plan, which we will continue to adjust as needed to meet the needs of our community. This plan was presented to the Board at a public hearing on September 8, 2020 and was posted in the agenda and on the website by Friday, September 4, 2020. The plan was adopted at the September 22, 2020 Board meeting.

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

As we began determining the number and types of meetings that we would need in order to solicit feedback from our various community groups, we realized that we needed to publicize our events in a variety of ways to ensure that we were collecting feedback from everyone who wanted to share. We also recognized that we would need to include opportunities for our Spanish speaking families to participate as well. We determined that we would use all avenues available to us to promote our meetings which included, phone calls, email blasts and social media posts, in English and Spanish. Spanish is the only primary language for more than 15% of our students. We made phone calls in both English and Spanish to parents in the community, specifically to those members of our DPAC and DELAC groups. We wanted to ensure that we had their representation at our meetings. All our meetings, including board meetings, were held virtually and participants we given information on how to phone in to the meeting if they did not have access to a device that would connect to the internet. We recorded most meetings and made them available to the public for viewing at their discretion. We created a dedicated email address in order to gather written questions

and comments from our community about specific actions and expenditures or anything related to the schools. We also created Google forms that were used to collect written responses from our community after scheduled community updates. We uploaded this plan on September 6, 2020, on our website. The board meeting to present the plan was on September 8, 2020, and the meeting to adopt the plan was on September 22, 2020.

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

Though we had many opportunities for stakeholder engagement, the formal presentation of our plan was presented to various stakeholders including our parent advisory committee and our DELAC on July 20,2020 at 8:00 am and then again at 5:00 pm. In analyzing the feedback that we received from the various meetings, we learned that families expressed the desire for more live interaction between teachers and students, the ability to borrow multiple devices if they have more than one student, the desire to have tutoring and extended support for struggling students, social-emotional and mental health supports and childcare options.

Students expressed the desire to have in person instruction, and more support with difficult courses like honors, AP and math. Students also expressed the desire to be able to continue clubs and sports and to have a schedule that would allow them to concentrate on a few classes rather than all of their classes if we have to operate in a distance learning format.

Staff expressed the desire to have access to technological resources like Web Cameras, headphones and software that is more user friendly and allows for safe and secure web conferencing. Staff also expressed the desire to receive training and professional learning on the most effective ways to provide effective teaching learning experiences to students. For our families that speak languages other than English, we have district translators interpret their feedback to it could be incorporated into our considerations. As mentioned previously, we did allow all students who borrowed chrome books and hot spots to keep them over the summer so that they could participate in academic activities and our community forums. The feedback that we received in various manners was collected from all our stakeholder groups including families who speak a language other than English and families that needed our devices to access the internet. From that feedback and in order to respond in writing, we created a FAQ document that is housed on our Content Management Site that we are using to communicate with staff, students and families during this school year. Additionally, questions about the plan were discussed in DPAC and DELAC and were answered in the minutes of those meetings. The minutes are provided to all committee members.

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

Every portion of our plan was impacted by the feedback that we received from our community. We included links for those attending our forums and meetings to provide feedback on any aspect of the plan. We reminded attendees to submit their feedback several times during the forums and meetings. The structure for our in person and distance learning program was developed completely based on feedback from parents, students and certificated staff. Our feedback indicated that we needed to offer smaller class sizes and a schedule that allowed students to focus on a small number of classes or subjects, instead of everything they focused on during a traditional year. We also heard from these groups that they would prefer that students were on campus for learning as much as possible when allowed to, so our model involves students coming on to campus 4 days a week, focusing on three classes a quarter, with an average class size of 15. Another aspect of our plan that was directly influenced by stakeholder feedback is Pupil Learning Loss. We recognized that in order to be able to address this issue appropriately, we were going to need to set up a calendar for diagnostic and benchmark assessments to determine initially where

student levels were at with regards to math and English. We will then create our support and intervention programs based on that data and use the benchmark assessments to determine the effectiveness of our interventions. Supports for students with unique needs was also impacted as we recognized that many of these student groups will need very different services in order to engage with learning. Support programs for English Learners and pupils with exceptional needs were designed to ensure additional virtual/in person contacts to assist with asynchronous learning. The hiring of an additional case manager was also completed to provide the necessary connection/mentoring/support for foster and homeless students. Staff Roles and Responsibilities were also impacted based on student, parent and certificated employee comments and contributions.

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.]

Upland Unified School District has created an exemplar schedule for classroom-based instruction that pays attention to students who have experienced significant learning loss due to school closures during the 2019-2020 school year. A block schedule that includes synchronous and asynchronous instructional time, separated by a specific block of intervention, designed for small group instruction four days a week; will provide teachers the opportunity to not only deliver rigorous in-person instruction, focused on grade-level selected priority standards, but also afford the opportunity for re-teaching of priority standards from previous years that will fill in the learning gaps and give students the benefit of a small group instructional settling.

In addition to teacher led intervention times, Upland Unified has taken advantage of our certificated substitute teachers that will be utilized as tutors during selected tutoring times based on need by grade level and school site.

When the blended model of instruction begins, in class instruction will take place during synchronous time that is on the current distance learning schedule. If a student has an AM schedule during distance learning, they will, in turn, have an AM schedule during blended, in class instruction. (PM schedule will follow the same model) In this way, there will be a consistent schedule throughout the entire 2020-2021 school year. The AM and PM schedule will also reduce the number of students a teacher has at one time and will create a safe and instructionally sound environment in which students will learn. This small classroom environment will set a precedent for classroom size in California, making it one of the most ideal in-person classroom settings. Elementary, Junior, and High School schedules will follow this schedule with small variations in the number of instructional minutes.

Secondary in-person instruction at Upland Unified will be implementing a phenomenal approach to class scheduling by adopting the college model for classes completed per semester. Unlike the traditional in-person system of 6 classes a day, secondary students will only take 3 of their core classes per quarter, ensuring that adequate time is given to core content areas. This reduction in quantity will result in a depth of quality instruction, additional time for content mastery, and an ability to reach our most underperforming students with increased time and

depth of knowledge throughout the semester. When students begin the blended model, they will benefit from small classroom size and block schedules that will allow for both lecture and independent practice. This in-person instruction will look much like the community college model that is most successful for struggling students. Advanced students will also benefit as they will have more time for lengthy, extension projects.

One aspect of our schedule that is very appealing is the small class size. This was done not only to account for physical safety, but emotional safety as well. The smaller class size allows for teachers and students to really get to know each other and build those relationships that are so crucial for social/emotional development. At the elementary level, students have social emotional lessons with their teachers. At the secondary level, students will be meeting with their counselors on a weekly basis for not only academic lessons about college and calculating GPA, but for social emotional lessons and support as well. Additionally, our Counseling Center with our full-time therapists will continue to take referrals of students in need and will continue to offer support through teletherapy.

Another big component of our blended model of instruction is addressing the safety concerns of our staff and students. This was one of our primary considerations in the development of our schedule. Each class, grades TK-12 will have an average of 15 students per class. At the secondary level, we are teaching one class a day so students will only interact with 14 other students and their teacher daily. All students will sit physically distanced and wear masks. There is an hour and half break in between each of our sessions. Desks and high frequency touched areas will be wiped down and sanitized during that time period. Deep cleaning of offices and classrooms will occur after school is out. The long break in between sessions also ensures that the am and pm groups of students will not overlap. Lunches will be served in a grab and go manner, so we do not need to address lunchtime on campus. All sites are being provided with PPE which includes masks, gloves, hand sanitizer, handwashing stations, signs that indicate handwashing protocol and prescreening questions. In addition, students will be taught and reminded of proper handwashing techniques. Families will be provided with prescreening questions to check each day before they send their students to school. Visitors to campus will be very limited and students will use multiple assigned gates to enter and exit the campus, to prevent crowding. Finally, the district busses have a specific cleaning and bus rider protocol that includes scheduled cleanings multiple times during the day and seating on the bus that will maintain physical distance between students. Students will also board the bus so that those being dropped off first will enter the bus last and sit towards the front to eliminate students walking past each other on the bus.

In order to determine which students have experienced significant learning loss due to the school closures, we will administer a districtwide diagnostic (iReady) three times during the school year. The initial screening will occur during the first three weeks of school. Students identified as two or more years behind in English or math, will be given intervention/support classes to help accelerate their learning. Teachers worked over the summer to determine priority standards to be taught and developed formative and summative assessments to be used in their classes. They will continue this work during the school year as our model provides the teachers with weekly professional learning and collaboration.

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

Description	Total Funds	Contributing
The district will provide safety equipment and personal protective equipment to each school site and building in the district. The equipment will be used by both the students and the staff to ensure a safe environment which allows for students to be on campus in face-to-face instruction.	750,000	N
Additionally, we will provide support/intervention classes to address significant learning loss. This opportunity for in person instruction will benefit all students but is principally directed and effective in increasing performance of our foster and homeless, English Learners and socioeconomically disadvantaged students. These expenditures are not in the current budget and will be included in the first interim report of the school district.	25,000	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.]

Upland Unified School District will continue to provide continuity of instruction during the 2020-2021 school year and will ensure pupils have access to a full curriculum whether we are in a distance learning or a blended learning approach. A benefit of our model for both elementary and secondary, is there will be a continuity of instruction as we transition from full distance to blended. The schedule that we are following is the same in either model. Having this consistency was very important to ensure that rigorous learning continues if we must transition back and forth to full distance and blended learning during the school year. The daily live interaction will take place through Google Meet or Zoom. Students will pick up textbooks, materials and chrome books in a drive though, grab and go style before school and during the first week of school. This will result in students having the resources they need whether we are in a full distance learning model, or we are able to come back to the campus in some capacity. Tuesday – Friday daily live interaction will occur at all grade levels with their teachers for 150 minutes. The balance of the minimum instructional minutes is comprised of asynchronous work and will vary based on the requirements for specific grade level spans. On Mondays, elementary students will receive live interaction via their PE teachers, and secondary students will receive their live instruction from their counselors or guest speakers that counselors arrange. Administrators will be regularly visiting classrooms, just as they did during traditional, on-campus learning.

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.]

Upland Unified School District is currently a one-to-one district where technology is concerned. In order to determine who needed a device or hot spot in order to access the internet, a survey was given to all students in the district right before we shut down. We then planned and executed device pick up days. All students that required a device for at home distance learning were provided a device, a power cord, and access to internet service in order to engage with their online curriculums. Our case carriers connected with their caseload to ensure that students had access to curriculum. Our case managers that work with our foster and homeless students reached out to those students regularly to ensure they were able to log on to engage with classwork. The first tier of support for students who were not engaging in learning came from the school sites. Teachers reached out to students and were able to support the students receiving technology when they learned that was the issue for not engaging with the learning. The second tier of support came from the site admin, counselors and reading specialists as they reached out to students who the teachers were unable to connect with. Finally, our third tier of support involved district office staff calling and making home visits to ensure that we could reach every student. All along the way, as we discovered that students were unable to log into distance learning because they did not have devices or had trouble connecting to the internet, those students and families were assisted by members of the school site and Information Technology. We will continue this practice as we move into the new 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.]

Upland Unified School District has adopted a weekly schedule for distance and blended learning that specifies the number of synchronous and asynchronous instructional minutes each day of the week. Students will participate in both synchronous and asynchronous learning each day. Teachers will measure participation in synchronous learning by designating a specific code in the classroom attendance if the student was engaged during the lesson. In order to measure asynchronous participation, teachers will assign daily assignments that meet the instructional minutes requirements as outlined by the UUSD weekly schedule. At the end of each day, teachers will determine if students engaged in the asynchronous instruction based on work completion and engagement of online learning platforms. Teachers will designate engagement or non-engagement with a specific code in their classroom attendance. Every day of the week, each student will receive a code in their weekly attendance that indicates both attendance and whether students engaged in daily synchronous and asynchronous learning as determined by the UUSD weekly calendar of instructional minutes. Teachers will be responsible for tracking and monitoring student work and progress through their gradebook. Teachers will determine the time value of the assignments that they give and ensure that their students are meeting the minimal daily instructional minutes. UUSD will also be administering the iReady assessment three times during the year to measure pupil progress in the areas of English and math.

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.]

Upland Unified School District provides ongoing professional learning opportunities, both synchronously and asynchronously to support teachers with distance learning. In August, teacher leaders, technology leads and Teachers on Special Assignment (TOSAs) offered 40 different professional learning sessions which supported digital tools, online adopted curriculum and strategies to engage students in distance learning. Teachers were compensated for their participation in these sessions. These sessions were recorded, and the recordings, slides and resources can be accessed digitally by all teachers in the district.

During our preservice days, teachers will have the opportunity to be supported with teaching in a virtual classroom and with virtual curriculum. There will also be time for grade level teams and course alike teams to collaborate prior to the start of school. During the first three days of school, students will have a minimum day so teachers can continue preparing for teaching virtually with a variety of professional learning opportunities to choose from.

Throughout the school year, it is critical to embed professional learning into the school day to support teachers as they navigate teaching virtually. Every Monday morning, site administration will provide 90 minutes of professional learning to all teachers and support staff. Teachers will also have designated time to collaborate with their grade level teams, site course alike teams and departments. The Learning Innovations Team and district directors will support the sites and teams during this collaboration time to assure support in instruction, curriculum, assessment and differentiation as well as digital tools.

Team Learning Innovations offers continuous supports to individual teachers, grade levels, course alikes and departments. The TOSAs will be available to collaborate on Mondays as well as during the teacher's planning time each day. Team Learning Innovations will also continue to offer weekly Teaching and Learning Tools Tuesday sessions after school, teachers will be compensated for their time. These sessions will be designed to support teachers based on their feedback.

On Upland Unified School District's Learning HUB, teachers can access professional learning asynchronously. On this site, they can access recordings, slides and resources for a variety of topics as well as information on how to contact Team Learning Innovations for support. Here is where the teachers will be able to access the Professional Learning calendar.

Technology support will be provided through the site technicians and tech leads. Staff will have the ability to request support with technical issues from this team. If there is a need for support of educational software, the site tech leads will respond and ensure that their colleague is able to utilize the programs/software they need assistance with. Additionally, the TOSAs will also support staff in accessing technology to perform their responsibilities.

Staff Roles and Responsibilities

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

Our district has adapted the roles and responsibilities of certain employees to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students, but not limited to:

Director of Support Services is now facilitating the offering of virtual counseling and therapy sessions. This position is also providing wellness activities to students and staff and providing childcare services throughout the school day which is an extension of our childcare services which were before and after school previously.

Coordinator of Equity and Access is overseeing intervention and support services being provided to English Learners during asynchronous learning blocks. This position is also facilitating virtual English Learner Parent Advisory meetings and District Parent Advisory Committees. Additionally, this position is providing increased family outreach in the form of a Wednesday Webinar that provides families with vital on how to partner with schools and teachers to ensure their students are being successful and having their needs met.

Coordinator of Adult Education and CTE is providing oversight to our newly expanded Homeschool program which is an extension of our independent study program. We have increased the interaction assigned staff will have with students to be every week.

Coordinators of Special Education will oversee the implementation of IEPs virtually and oversee additional and targeted supports such as directed studies and acceleration courses that have been added for students in grades 7-12th.

Bus drivers are being used to distribute materials to families in the community who may have transportation needs.

Physical Education teachers are extending their instructional lessons to include a focus on health and social development in a distance learning environment.

Custodial and maintenance staff roles will now focus more on cleaning and disinfecting of campuses and offices. Additionally, Bilingual Instructional Assistants will support the staffing of in-person childcare services.

Paraprofessionals will be working with teachers in the virtual classroom to support our students with IEPs. Other classified positions such as secretaries, clerks, noon aides, etc., have a new responsibility of reaching out to students who are not engaging with distance learning to connect them back with their instruction and teachers.

AVID tutors will be utilized to offer tutoring sessions during asynchronous learning for all students.

Counselors will be hosting weekly, live instruction for students and will be able to focus on social emotional learning in addition to the other academic topics they cover during the school year.

Teachers on Special Assignment (TOSA) will be supporting teachers by providing professional learning on several topics including those related to teaching in a distance learning environment. They will also provide coaching support in the classroom to assist teachers in their delivery of lessons.

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 IEPs

For students with disabilities, the District will continue to implement IEPs to the extent feasible through its Distance Learning program. Each child's case managers or service providers will contact families prior to or shortly after the start of the 2020-21 school year to provide them with a Distance Learning Plan personalized for each child. Each family's feedback and collaboration will be essential to this process. The Distance Learning Plan will outline how each child's IEP will be implemented through Distance Learning and may include accommodations to support each child's access to Distance Learning. Support classes during asynchronous times to assist students with disabilities in self-guided learning.

English Learners

Interpretation support for all IEP's will continue using our district interpreting team for Spanish and contracted resources for other languages. We also utilize the ELLevation Instructional Program, that provides 58 evidenced-based strategies for English Learners. Teachers and administrators have been trained in this program and will utilize it.

Classified positions within the district will be repurposed with the intent to ensure access to digital learning for our most vulnerable populations. Site Bilingual Instructional Assistants (BIAs) will aid English Learners by making support calls in which their first task is to ensure that students know how to log in to their Google Classroom and know how to complete their assignments digitally. They will meet on a regular basis with students to tutor and support and ensure that they are making progress in their classes.

Counseling Center staff will continue to offer translation services by bilingual staff. Planning to have bilingual support via translation line for parents to communicate with all staff.

Tutoring sessions during asynchronous learning will also be available for students who are learning English.

Students in Foster Care and experiencing homelessness

Counselors and Liaisons in Support Services and at the school sites will work with county offices to ensure advocacy for this student group. Case managers check in weekly with students on their caseload to ensure they have the academic and social emotional support they need to be

successful. When a challenge to learning is discovered, the case manager will act immediately to address the need. These students will also have access to tutoring during asynchronous learning to support their learning.

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

Description	Total Funds	Contributing
The District will purchase Chromebooks and hot spots to provide access for students in need. This will help to meet the increased or improved services requirement, ensuring that all students will have access to the curriculum. These expenditures are not in the current budget and will be included in the first interim report of the school district	$2,000,000	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.]

Upland Unified School District has taken a proactive stance on the inevitable learning loss that this pandemic, COVID-19, has caused since the district's premature closures due to health concerns during the end of the 2019-2020 school year. During the last month of the school year that district launched a Star Reading Challenge, encouraging students to read at home and complete tasks related to literacy while simultaneously participating in their distance learning lessons. This initiative served as an incentive to students and families to have fun at home and participate in family webinars in order to earn Stars and end the school year with a hopeful and instructional focus. The 2019-2020 school year ended with a Virtual Family Recognition Night honoring family volunteers as instructional partners during this unprecedented time. In addition to families being recognized, Upland Unified recognized their English Learners who had been reclassified during the virtual EL Recognition Night, that recognized students who had become proficient in English during the school year and were able to be reclassified. Three digital English Language Development trainings, focused on the ELLevation Instructional Program, that provides 58 evidenced-based strategies for English Learners, were conducted in order to support teachers with both integrated and designated ELD instruction through google classroom for the remainder of the digital school year. This program provided support for ELD, ELA, Math, Science, and Social Studies, and is standards-based for K-12. Teachers and administrators were trained at the elementary, junior, and high school levels to ensure a streamlined approach to teaching English Learners across the district. In addition, Reading Specialists supported teachers in using the online curriculums to differentiate assignments to students through google classroom. In addition to teacher support, Reading Specialists also continued to pull small groups throughout the week in order to ensure the appropriate interventions continued until the end of the school year. District TOSA’s (Teacher on Special Assignment) also supported Math intervention by running tutoring times to support the needs of students at their sites. Weekly planning times with both Reading Specialists & TOSA’s with the Equity Coordinator helped to ensure all sites received

the instructional support they required, while simultaneously creating a time of collaboration between sites and sharing problem-solving ideas and strategies.

Upland Unified School District took a proactive approach to pupil learning loss by launching a Summer iReady Challenge that encouraged students to continue standards-based instructional lessons in both English Language Arts and Math to prepare for the 2020-2021 school year. Over 2,000 students participated in order to win prizes and continue their learning during summer quarantine. This initiative was well received by families and gave many hopes in the ability of the district to continue learning and growing from a distance learning lens.

During the 2020-2021 school year, Upland Unified School District plans on continuing the use of iReady Diagnostic & Prerequisite screeners to determine the exact areas of need in English Language Arts, Mathematics, and English Language Development. These diagnostic tests will be administered three times a year. At the beginning of school, in January and then again in May. The completion of the Summative ELPAC exam and subsequent electronic Initial ELPAC will provide additional feedback to teachers, families, and administrators on the specific and immediate needs of our district English Learners and underperforming subgroups, as well as any instructional gaps students may possess. An instructional intervention block has been built into the schedule to allow teachers time to collaborate and plan on how to best fill the learning gaps that exist as a result of school closures or student needs and circumstances in general. District-wide grade level planning times have been focused specifically on pupil learning loss and teachers plan on implementing the curriculum maps they developed in order to ensure they meet students where they are at upon returning to school. The curriculum maps were revised this summer to include differentiation strategies for English Learners and students who need foundational reading and math skills. The ELA iReady diagnostic is based on the standards in the ELA/ELD framework and the results of the diagnostic will be cross walked with ELD standards to determine specific standards-based support for English Learners. Other curricular areas will be assessed by the classroom teachers during the year and communicated to families during the regular grading periods.

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.]

IEP's will be implemented to the maximum extent possible. Providers will work closely and collaboratively with families to determine the most effective way to do this based on each child's individual circumstance and needs. Case Managers will help ensure that each child's accommodations are being implemented through a distance learning platform. Teachers will utilize synchronous strategies

to support students with IEP's. We have developed an innovative approach for supporting our students with IEPs at the secondary level. Case carriers will not serve in a coteaching role this year. They will work with students during the asynchronous learning to support them with their content and classwork. Students will receive daily support and services to help them achieve success during distance and blended learning.

ELLevation Instructional Strategies for English Learners (58 evidenced based) will be utilized during synchronous instruction and through google classroom performance tasks during asynchronous time to ensure English Learners can access the core curriculum and actively participate in classroom instruction. EL Coordinators and paraprofessionals will monitor student work and meet with them regularly to ensure they have the academic support necessary to achieve success. Students who fall into the low-income and foster subgroups will be supported through a Tier II level of supports that includes Reading Specialist & TOSA's who specialize in specific areas of need (SEL, ELD, MATH, and Literacy.) School site staff will reach out to personally invite these students and families to participate in the additional areas of support. These students will also have access to intervention and support classes offered to accelerate learning. Each site will also be offering tutoring during asynchronous learning which will be available for students to access. A system of referrals from the sites directly to the district is supported by the Equity Coordinator & Director of Child Welfare and Attendance. This strategy of referring students in need proved to be very effective and gave immediate support to school sites and families alike. A partnership with Healthy Start also ensured that homeless students received the services and support they needed in a timely manner. This is done through the Case Managers who check in with their students on a regular basis and ensure that they are getting access to the supports that they need to be successful. Case Managers communicate regularly with school sites to get the supports necessary.

iReady Diagnostic & Benchmark Assessments will be used by sites and district leadership three times a year to determine when to intervene on behalf of our most vulnerable students regarding learning loss, especially in this virtual setting. Planned intervention times and classes have also been designed to close achievement gaps that exist and family support with technology will continue.

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.]

For students with disabilities, case carriers and services providers will collect data on student progress on goals. Assessments and partial assessments will be conducted to the maximum extent possible and permissible. Assessment data and progress on goals data will be reviewed at IEP meetings and during scheduled parent collaboration times.

Upland Unified will measure the effectiveness of its strategies through benchmark diagnostic outcomes, site formative assessments, ELD monitoring forms, and state assessments. Students' scores on these assessments and forms along with grades will be used as the metric to determine effectiveness of our learning loss strategies. If our strategies are effective, we would anticipate that we would have the same number or more students (compared to previous years) who are achieving at or above grade level. A system for site SST's through Aeries is currently being developed to provide immediate data to site & district leadership in order to intervene early and effectively.

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

Description	Total Funds	Contributing
The district will approve extra hours pay for certificated and classified staff to provide support and intervention classes. These classes will support accelerating student learning to get students to grade level performance in English and math. This strategy will focus on our most vulnerable student groups, giving them the additional support, they need to be successful. These expenditures are not in the current budget and will be included in the first interim report of the school district	$1,000,000	Y
The district will purchase educational software to be utilized to mitigate learning loss. These software programs provide standards-based lessons and tests that will help to monitor student growth in a subject area. While this strategy will benefit all students, it will particularly benefit our targeted groups with access to learning tools outside of school hours. These expenditures are not in the current budget and will be included in the first interim report of the school district	$900,000	Y
The district will assign substitute teachers to provide intervention support. This will assist students who are behind in their learning in getting small group or individual attention to help accelerate their skills. This strategy will benefit all students, but particular attention will be given to our targeted student groups to ensure they are successfully accessing the curriculum. These expenditures are not in the current budget and will be included in the first interim report of the school district	$600,000	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.]

Each school team will/has identified Social Emotional Learning (SEL) curriculum that will be used to teach daily/weekly SEL lessons and focus on PBIS Schoolwide Expectations. The elementary schools have chosen an SEL Curriculum and are in the implementation stage along a continuum. Secondary schools are working towards school wide social emotional learning. All schools have a PBIS team and set schoolwide expectations. Restorative Practices is a new strategy that is used within the district. We have a team of therapists and psychologists working to develop a universal screening process for students in the district to determine social emotional needs. We began a partnership last year with Kelvin to develop “pulse” surveys to gather perception data from students about how they were feeling about their school climate.

The district Support Services team are planning for a variety of professional learning opportunities which include practicing emotional intelligence in virtual classrooms, trauma-informed practices, building resilience through relationships, etc.

We have a system in place where staff members can create mental health referrals for students. When a referral is generated, response by district staff is expected within 24-72 hours. The system then allows for that student to receive appropriate support by licensed therapists. We also have several partnerships with community agencies that provide services to our school community. Some of these partnerships include:

- South Coast Community Counselors provide family, intensive individual services, psychiatric med support, parent peer partner, Child Welfare E, wrap around services
- Care Solace, a 24/7 mental health referral services for staff/student/families who work with all insurances and also can link to drug and alcohol prevention services
- Mental Health Systems is another outpatient agency who works with DBH and can provide similar services as SCCS
- West End Family services is another DBH contracted agency; providing support for families with preschool children ages 0-5.
- Master level interns provide individualized services to Tier 2 kids

Student Services counselors will maintain Google meets office hours to provide 1:1 supports for students requesting real time supports. Staff are available from 7:30am to 4:30pm, and there is a crisis phone for after-hours crisis support which includes weekends. For our foster and homeless populations, we will have case managers that monitor the students on their caseload for academic and social/emotional needs through regular weekly check in with students.

For students with disabilities who receive educationally related mental health services as indicated on their IEP, counseling services will be provided through a virtual platform to the maximum extent possible for the purpose of addressing each students social and emotional needs and goals.

In order to support staff, students and families, we utilize a service called Care Solace where they can be referred to a professional to help their needs. We are also developing weekly social emotional activities that staff can engage in to practice self-care.

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.]

We have a tiered reengagement strategy in place to ensure that all students are connecting with their learning. It begins at the teacher level, and then moves to the site administrative team, and then finally to the district outreach team. Our basic plan is outlined as follows:

Teacher Initiated:

- Teachers will make personal contact (email, phone, text, **and document in attendance notes)**

- Teacher initiates contact if student is not engaging in asynchronous or synchronous learning. Verify family contact information.

- If teacher is unable to make contact, teacher refers to: administrator, teacher on special assignment, or counselor to contact family. Document intervention and monitor. Consider barriers included **report generated by home visit support specialist, which was compiled based on all parent contacts during distance learning from March-June 2020.**
- If contact is unable to be made or absences continue: Document attempt to contact and Refer to Targeted Student Support. This form will initiate additional attendance, academic, or counseling supports.
- At any point, if contact is not able to be made, a home visit will be schedule via the Targeted Student Support referral.

Office Initiated:

- Daily absence call will be made for students marked absent the previous day (attendance will be taken at the end of each day).
- 3 absences: administrator will schedule phone call/web conference (distance learning SART)

  - Verify Contact Information
  - Assistance needed, refer to Targeted Student Support.

- 5 Absences: Schedule SART and develop SART Contract. **Document in attendance notes.**
- If attendance improves, monitor. If no improvement, refer to district through the Targeted Student Support if this has not already taken place.
- Refer to SARB at any time after 5 absences and after holding SART and referring to Targeted Student Support. If a student reaches 9 absences, refer to SARB. The focus of SARB and SART will be on addressing the barriers to engaging in distance learning.
- Site climate and culture team: At each meeting, review list of Chronically Absent students. Schedule SART for any chronically absent students who have not had a SART scheduled at that time.

- School sites will be able to directly refer students to our Healthy Start program, in order to connect those students with health and social services as necessary.

When students are referred to the district, the reengagement team will meet to determine who will make the home visit to connect with families. At every step in this process, there are members of the team who are bilingual and will be able to communicate with families. When we connect with families, we will also determine if there is a need for health and social services and refer to our Healthy Start program as appropriate in order to address those needs.

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.]

Starting Monday, August 31st and every Monday after, meal service will be at the following school sites:

Baldy View, Cabrillo, Citrus, Pepper Tree, Upland Jr, Pioneer Jr, Upland High School and at two different times

8:30-10 am and 3-5:30 pm. Meals will consist of breakfast and lunch and will be served in this manner for both in person and distance learning. We have been serving the weeks' worth of meals in this manner over the summer and the community feedback has been positive. Because our in-person model is only a half day, students will be able to eat their breakfast and/or lunch before they come to school for their learning.

Meals will be prepared and packaged in accordance with Public Health Control requirements. Distribution will adhere to current state and county mandates regarding social distancing and personal protective equipment.

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

Section	Description	Total Funds	Contributing
NA	The district will offer extra hours for planning and professional learning for all staff. The staff will be trained in new software and strategies to use to engage students with learning as well as differentiate instruction in the classroom. These enhanced skills teachers develop, will benefit all students, but will help ensure engagement of our most vulnerable student groups. These expenditures are not in the current budget and will be included in the first interim report of the school district	$500,000	Y
NA	The district will provide resident subs at each school site. When these individuals are not substituting, they will assist with Tier II and Tier III academic support. While this action will benefit all students, it ensures that our most vulnerable populations have certificated intervention. These expenditures are not in the current budget and will be included in the first interim report of the school district.	$250,000	Y
NA	The district will contract with Care Solace to serve as a mental health resource for the community. This service allows families and students to request help finding mental health services free of charge. This service will benefit the entire community, but specifically our targeted student groups who tend to have high needs in this area. These expenditures are not in the current budget and will be included in the first interim report of the school district	$20,000	Y
NA	The district will provide nutrition services to students in the district. This action is principally directed and effective in increasing performance of our foster youth, English learners and low-	$100,000	Y

	income students. These expenditures are not in the current budget and will be included in the first interim report of the school district.		

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
12.22%	**$10,716,646**

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.]

All actions in this plan that we have or will undertake are principally directed and effective in increasing performance of English learners, low income and foster youth students. We know the best learning will take place for these student groups when they are on campus and in a classroom. In order to make that happen, there are specific safety equipment and procedures that need to be in place. Until we can meet on campus however, we need to make sure that our foster youth, English learners and low-income students have devices to use so they can access the curriculum. We placed an order for chrome books, laptops and hot spots in order to ensure these groups of students could access the curriculum.

In considering the needs of our foster youth, English learners and low-income students, we recognized that one of the most important factors in supporting their academic and social emotional success is connection with adults and peers on campus. Developing our blended and distance learning programs with the class split into two cohorts allows for very small class sizes (12-18 students) which in turn increases the opportunity for staff to engage with and develop those meaningful relationships. Additionally, with a longer block of time, teachers and students will be able to master standards and concepts more deeply, interact with the curriculum and content in novel ways and make meaningful real-world connections in their learning. Additionally, the schedule we developed enables students to receive individual and small group support during asynchronous learning blocks. The actions in Addressing Pupil Learning Loss will provide the support classes, the tutoring and the access to software that will increase and improve services for our targeted groups. This creates equity by providing students the additional and targeted support they may need to achieve success. We also have additional actions to implement our plan and that is to provide professional learning for teachers to learn how to utilize our new software that we purchased and share best practices around distance learning and support our targeted students. We will also ensure that we have resident subs at each school site so that students will always

have access to credentialed teachers. These actions are principally directed and effective in increasing performance of English learners, low income and foster youth students.

We also recognize that these student groups may have experienced more trauma as a result of the COVID pandemic than other groups of students. While all students have access to supports from therapists from our Counseling Center through our partnership with the Department of Behavioral Health, we will concentrate our mental health services for those students who do not have access to private insurance and use public health for medical coverage. All staff on campus can make referrals for students who need services, and those referrals will be processed through either our counseling services for mental health needs or through our Healthy Start program for additional resources families may need. One of our actions was to purchase a mental health referral service called Care Solace. This is a free service to our families, staff and students who would like help connecting with a mental health therapist. Our district emphasis on social-emotional learning and relationship building will provide targeted student groups with the positive, adult connection they need to experience success in school.

Additionally, providing nutrition services is crucial to ensuring that our students have their physical needs meet so that they can attend to learning. As mentioned previously, students are provided with five breakfasts and lunches every week.

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

In order to increase or improve services for our low-income students, English learners and foster youth, we will be engaging in the following initiatives that are principally directed and effective in meeting the needs of low income, EL and foster youth.

- Continue implementation of a MultiTiered System of Supports (MTSS) that emphasizes quality first instruction, uses data to inform decision making and has appropriate supports and interventions for targeted student groups. These are districtwide efforts that will improve in quality.
- Improve consistency and equity in programs and services for targeted student groups with a focus on research-based supports and interventions. These are districtwide efforts which will improve in quality.
- Provide additional supports and interventions to support identified student groups' access to rigorous teaching and learning, strategies to engage them in school, and opportunities to participate in robust enrichment programs in areas such as visual and perform arts, career technical education and athletics. These are site-based efforts that will improve both in quality and quantity.

We will also provide additional district-based supports for:

- Diagnostic tools to identify reading, writing and math proficiency
- Writing instruction through Literacy Labs and other supports
- Refine the SST process at all sites
- Instructional round and peer observation protocols
- Maintain the Foster/Homeless Youth Case Manager to support our foster and homeless youth students

- Provide transportation to unduplicated pupils when back on campus
- Research, identify, and provide parent workshops, academies, and training on how to support student achievement, with a focus on College and Career readiness.

Increased services we will add to our list of supports we currently provide include virtual Student Success team meetings to build targeted intervention plans for students who are achieving more than two years below their current grade level placement, virtual outreach and case management for foster and homeless youth, virtual mentoring, additional ELA and math diagnostic assessing to develop learning recovery plans for students who continue to underperform on classroom and district assessments, goal setting and reflection sessions and data-based instructional support groups.

We will ensure that each foster student has a case manager who will check in with them on a weekly basis. The case manager will ensure that students receive academic, social emotional or physical support they need to be successful. The case manager will monitor grades and attendance and ensure that the students are engaging with their curriculum. For our English-learners, site EL coordinators and paraprofessionals will regularly check in with students to provide ongoing support with coursework, and an emphasis will be placed on helping students re-designate as English proficient. Our low-income students have access to additional support and resources including free and reduced meals, intervention/tutoring and support classes. The district Coordinator of Equity and Access oversees and monitor the interventions and supports put in place to ensure improved and increased services for these student groups.

All the actions described in this section and listed above are contributing to us meeting and/or exceeding our percentage required to increase or improve services for our unduplicated student groups.