

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

In March of 2020, our school closed to onsite instruction and moved to offer Distance Instruction in a remote environment. Curriculum, course content assignments, and instructional resources were uploaded to the school’s website as we moved to supply all scholars with a computer and internet connectivity. We worked with the UC San Diego IT department, industry partners, and Verizon Wireless to bridge the digital divide ensuring all scholars checked out a computer and hotspot as needed. Further, we instituted a plan to address the socio-emotional needs of our scholars providing access to counseling and therapy via the phone and web-based platforms. Our Mental Health and Wellness team provided access to tele-therapy to provide support for higher level needs. Tutoring and mentoring services continued through web-based platforms in and outside of the asynchronous teaching times. We addressed food security by providing time in the daily schedule for scholars to visit Lunch & Breakfast distribution centers in addition to publishing countywide food resources for families.

Stakeholder Engagement

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

We have collaborated with several key stakeholder groups in order to get feedback and input for the plan to respond to COVID-19. We held several update meetings with the UC San Diego Executive Vice Chancellor, Board of Directors, parents, faculty, and staff. In addition, we sent out surveys to gather feedback regarding the spring semester that asked about tech needs, what worked well overall, and what were our challenges. We consistently consulted with UC Health physicians to gather scientific data regarding a safe reopening plan. We used all of the feedback from each of the various stakeholder groups to inform our Return to Learn program for the 2020-21 school year in conjunction with the UC San Diego’s Return to Learn program.

The draft plan of the LCP was mailed to all stakeholders (board members, faculty, staff and parents (in English and Spanish) for review and comment. To gain additional stakeholder feedback and input, the Board of Directors hosted a Public Hearing webinar in conjunction with the PTA and placed the LCP as an agenda item at the September Board Meeting.

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

We held Zoom meetings, Zoom Webinars, emailed a variety of Google Forms to survey and gather data, using the platform, Parent Square. During each of our Zoom meetings we spent time addressing questions from each of the stakeholder groups in the Chat feature and the Q & A feature in our Webinar sessions. We held several follow up meetings in order to address additional dialogue. We provided simultaneous Spanish translation for each meeting and all documents were sent to our parents in English and Spanish (our predominant languages). After the plan was emailed to all stakeholders, feedback opportunities were provided via all staff meetings, department meetings, email, a Public Hearing Webinar, and the September Board Meeting via Zoom.

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

Parents shared the need to have regular communication regarding the schedule and the expectations for logging to daily sessions; scholars asked for shorter sessions with options to continue to meet with teachers individually and to have access to extracurricular activities such as clubs and community service. Further, parents requested that teachers be able to teach from their classrooms in order to minimize home distractions. Parents shared their appreciation for the daily schedule that includes a Scholar Centered Support Hour at the end of the school day. They liked the focus of using that hour for scholars to meet with teachers, have tutoring sessions, meet with counselors, and get additional support. Scholars missed the peer interaction and enjoyed opportunities to just be together in Zoom sessions to “hang out”. They were concerned about caring for younger siblings and getting their own school work completed.

Faculty shared the need to have all scholars on camera to increase engagement, assistance with follow up on students that had chronic attendance problems. The board members asked for diagnostic data to understand the learning gaps and academic progress while during distance learning. The medical community stated the need to return to campus only if we were able to test all members, delimit the numbers of scholars on campus and the bus, and maintain on-going monitoring and quarantining after individuals tested positive for COVID-19.

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

The following aspects of our Learning Plan were influenced by specific stakeholder input: The Instructional schedule was based upon survey feedback from parents, scholars, faculty and staff and faculty meetings. The schedule was designed to create optimal learning conditions in the remote environment, prevent screen burnout, and create consistency in the school day. The attendance reporting procedures were designed based upon feedback from faculty, staff and parents. Reporting procedures were designed to determine early disengagement, mental health check-ins, and to support scholars learning at home with a variety of distractions. Based upon survey data, a Food Security plan was designed and included in the instructional schedule in order to support our scholars having access to nutritious food each day. The

Grading Policy was designed to support rigorous teaching and learning in the Open environment. Grades will measure our scholars' trajectory toward proficiency and mastery. The supports to meet academic proficiency were influenced by our feedback from faculty, parents and scholars. The plan includes targeted academic support to help learners who were challenged by the lack of face-to-face interaction. This also includes support for English Learners, Scholars receiving Special Education services, and those affected by homelessness. Further, stakeholder feedback indicated the need for continued support for Mental Health and Wellness. Therefore, the services to support socio-emotional wellness have been flipped to tele-therapy and tele-counseling to ensure we provide access for all learners.

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.]

We plan to offer in-person instruction in some form at the beginning of the 2nd semester, January 2021. This plan is contingent upon the approval from the UC San Diego Executive Vice Chancellor, and state and local Public Health mandates.

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

Description	Total Funds per year	Contributing
Transportation to and from school that includes distance bussing (12-13 scholars per bus)	\$688,881	Y
Saturday Enrichment Academy which includes tutoring by certificated faculty	\$8,400	Y
Monthly COVID-19 Asymptomatic testing through UC San Diego Return to Learn Program	\$85,000	N
Campus retrofitted for COVID-19 Physical Distancing (furniture, signage, barriers, etc.)	\$122,300	Y
Personal Protective Equipment (masks, face shields, gloves)	\$25,000	Y
Cleaning Supplies and increased work hours for cleaning staff	\$85,010	Y
Additional Mental Health and Wellness Counseling hours	\$10,000	Y
Providing Internet Connectivity to ensure access for all scholars in need (Service contract)	\$36,000	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.]

For the 2020-2021 school year The Preuss School at UC San Diego will be offering a Distance Instruction-Open Learning program. The program has been designed to give the scholars a schedule for each day that includes specific time for daily scholar and Instructor interaction during all blocks. Unique to the schedule is an hour each day that is set aside for tailored student support. We refer to this as Scholar Centered Support (SCS). Faculty may use the SCS hour for small group instruction, 1:1 tutoring, calls or emails to parents, prepare communications to be sent out, or make counseling referrals. The schedule includes an A/B day rotation with Mondays and Wednesdays as A days and Tuesdays and Thursdays as B days. Friday rotates between an A or B week (see schedule below).

To ensure all scholars were prepared for the first day of the Distance Instruction Open Learning program we designed a week long technology and textbook distribution event. The event's COVID precautions were evaluated by UCSD's Office of Safety and Maintenance. Laptops with cameras and wifi hotspots were available for scholars to check out. Faculty set up Google Classrooms for each of their classes and provided scholars with Zoom information in these classrooms.

Tutoring is offered during the school day, after the school day and on weekends. We have an Extended Day Position to coordinate the Saturday Enrichment Academy (SEA) where credentialed teachers and tutors provide academic support to scholars on Saturday through Zoom breakout rooms. School day tutors are cleared and coordinated by our Volunteer Coordinator. The volunteer tutors and Faculty tutoring addresses disengagement, building academic content, small group and 1:1 instruction.

Moving forward, administration will begin to meet with each faculty member to set goals and arrange class visitation. Periodically administration will convene a small forum of seven students, one from each grade level, to discuss the pulse of Preuss. This small group forum will provide direct information from the scholars to the administration to better understand the needs of each.

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.]

We have secured additional laptop computers in order for each scholar to have a device checked out for home use. Further, we acquired hotspot devices and a service contract to ensure all scholars with a need have reliable access to the internet. We held Tech check-out sessions on campus to provide the devices to all scholars as well as introductory sessions for use. These sessions also included hard copy Job-Aides with instructions, passwords, and specified URL's necessary to engage in instruction and access the device.

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.]

The Preuss School's school schedule requires each scholar to make connections with each of their instructors daily. This ensures that our instructors can take attendance. Each department has worked to determine how participation will be measured. While this will vary from day to day it is clear that formative assessment strategies will yield the best results. Our Daily Instructional Schedule is as follows:

Open Learning Block Schedule					
Gr. 6 -12 Mon - Thur					
Period	from	to	Passing	Minutes	
Block 1/5	8:55 AM	10:00 AM		65	
Block 2/6	10:15 AM	11:20 AM	15	65	
Lunch	11:20 AM	12:20 PM		60	
Block 3/7	12:20 PM	1:25 PM		65	
Block 4/8	1:40 PM	2:45 PM	15	65	
Scholar Centered Support (SCS)	3:00 PM	4:00 PM			

Late Start Open Learning Schedule					
Gr. 6 -12 (Fri)					
Period	from	to	Passing	Minutes	
<i>Teacher PD</i>	8:00 AM	9:40 AM		100	
Block 1/5	10:00 AM	10:50 AM		50	
Block 2/6	11:05 AM	11:55 AM	15	50	
Lunch	11:55 AM	12:55 PM		60	
Block 3/7	12:55 PM	1:45 PM		50	
Block 4/8	2:00 PM	2:50 PM	15	50	
Scholar Centered Support (SCS)	3:00 PM	4:00 PM			

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.]

The school has set up a yearly professional development calendar that includes consistent sessions on the use of online tools to enhance teaching and learning. We are in partnership with UC San Diego Extension in offering yearlong support and instruction for our faculty to deliver engaging and rigorous learning in the Open Learning environment (The concept of open learning and distance education system focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners.) Further, we have reserved a 105 minute block of dedicated time for professional development within our weekly calendar. The training is developed in collaboration with the Principal, Staff Developer, the Instructional Support Team (IST), and our Innovation and Tech Coordinator.

Staff Roles and Responsibilities

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

All faculty and staff are working remotely during this semester. Custodial staff are onsite and are engaged in improvement projects and cleaning before and after a person comes on site. Office staff are engaged in their daily work from home with occasional visits to campus to check mail or provide a temporary service to scholars such as textbook and tech checkout. Faculty teach remotely and follow the daily instructional schedule. Each class period requires a daily check-in and sufficient time has been allocated to offer a variety of instructional activities and assessments. A Scholar Support Hour was added at the close of each day to offer focused support for scholars on a smaller scale (small groups or 1:1 instruction). Science labs and Visual and Performing Arts instruction can be livestreamed from their respective classrooms on campus to increase engagement and facilitate required laboratory instruction. Operational and administrative meetings will be held via Zoom to maintain the essential functions of the school. The work of our Counselors, School Psychologist, and Therapists will switch to service delivery by phone and online face-to-face platforms. Counseling and Advising will occur remotely with a “pass from class” during the school day and afterschool. Support for our senior class to complete the entire College Application Processes will be led by the 12th Grade Advisory Team and supported by the Counselors through Zoom sessions, phone calls, and online communication. Special Education services will be provided through online platforms with Instructional Aides and Education Specialists logging into Zoom instructional sessions, breakout rooms for small group instruction and 1:1 academic support. Individual Education Plan meetings will be held via Zoom with the use of Docusign to formalize agreements. The role of the Tech Coordinator will support teachers and staff through online individual and group training, weekly professional development via Zoom, and referrals to additional web-based resources and training.

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.]

The support for English Learners will be led by the English Learner Coordinator in collaboration with the Principal. The EL Coordinator will help with EL placement in the proper support classes, set up the Scholar Support tutoring and Saturday Academy, lead faculty training using SIOP strategies, form the ELAC and host parent meetings, and work with the Admissions Coordinator to facilitate EL Reclassification, and support continued progress for scholars now RFEP (Reclassified to Fluent English Proficient). Our Special Education team includes full time personnel: two Education Specialists, one School Psychologist, and two Instructional Aides. We are in the process of hiring one full time Education Specialist and 1 Instructional Aide to increase the level of support for our scholars who receive Special Education services. Students who are experiencing homelessness are monitored by our Family Support Specialist who ensures that services are dispatched to meet their individual needs and support their learning.

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

Description	Total Funds	Contributing
Saturday Enrichment Academy which includes tutoring by certificated faculty	\$8,400	Y
Hotspot devices	\$2,081	Y
Providing Internet Connectivity to ensure access for all scholars in need (Service contract)	\$36,000	Y
Instructional Supplies and Equipment (planners, musical instruments, science supplies, math, ELA, etc)	\$33,240	Y
Online Educational Platforms (iXL Math, Spec, Sci, Soc Sci; Gizmos; Voces; Albert IO; Naviance, etc.)	\$43,595	Y
Additional Textbooks	\$17,590	Y
6th Grade Onboarding Orientation Materials & School Supplies	\$1,881	Y
School Supplies for scholars	\$3,000	N
Office Equipment and Contracts	\$2,500	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.]

The English Dept. is committed to determining Lexile levels through Achieve 3000 as part of a pre- and post-assessment. The English Dept. will finalize a process for a pre- and post-writing assessment, and set the guidelines: which mode of discourse to use; applying the Smarter Balanced 4-point rubric. In Mathematics, teachers are committed to teaching grade level content and maintaining instructional rigor. Any identified learning gaps will be addressed within the grade level work. A scope and sequence of topics taught as each grade level (in both 2019-20 and 2020-21) will help teachers track content that may need more support or scaffolding. Student progress through each unit of content will be compared to previous years to gauge the effectiveness for Distance Learning. The Mathematics department will use iXL assessments in order to measure learning status, target instruction, and close proficiency gaps. Mathematics Enrichment courses are offered in grades 6,7,8 and in high school as needed to build content proficiency.

Pupil Learning Loss Strategies

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

The mission statement of The Preuss School has manifested itself in practices that allow all scholars to access all courses. Under normal circumstances incoming students would receive evaluations in various subject areas. In the absence of these evaluations the school's counseling department worked with department chairs to place students into courses. We use Math Enrichment courses for grades 6-8 and high school as an added support for those students most affected by learning loss. In regard to students receiving Special Education Services the evaluation of the IEP and past year's academic performances are used to place student's appropriately. English Language Learners have been reclassified based on ELPAC scores, scholar's academic achievement, State testing scores. We will be participating in the Fall offering of the ELPAC to reclassify scholars that did not have the opportunity to take the ELPAC last year due to COVID. This year's daily schedule includes an hour block entitled Scholar Centered Support (SCS). During this hour scholars that are in need of support will have their needs addressed.

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.]

We will measure the learning loss through a variety of formative and summative assessments in each of the core content areas. The goal of the Mathematics team is to try and determine the effectiveness of remote learning by comparing scholar performance in each unit of content to prior years to see if there is a difference between groups who learned face-to-face and those who learned remotely. The team will also compare the efficiency of remote learning by comparing the amount of content learned in both modalities.

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

Description	Total Funds	Contributing
Saturday Enrichment Academy which includes tutoring by certificated faculty	\$8,400	Y
Hotspot devices	\$2,081	Y
Providing Internet Connectivity to ensure access for all scholars in need (Service contract)	\$36,000	Y
Instructional Supplies and Equipment (planners, musical instruments, science supplies, math, ELA, etc)	\$33,240	Y
Online Educational Platforms (iXL Math, Spec, Sci, Soc Sci; Gizmos; Voces; Albert IO; Naviance, etc.)	\$43,595	Y
Additional Textbooks	\$17,590	Y
6th Grade Onboarding Orientation Materials & School Supplies	\$1,881	Y
School Supplies for scholars	\$3,000	N
Office Equipment and Contracts	\$2,500	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.]

Preuss will monitor the mental, social, and emotional wellbeing of scholars and staff during the school year by having continuous conversations and reminders about the signs and symptoms of mental health conditions. We have created a Wellness Wednesday Newsletter offering tips & resources to support student & staff mental health and we will post announcements in the daily bulletin. We also perform virtual Wellness check-ins & needs assessment surveys for students & staff using Google forms. The Student Services team meets weekly to collaborate regarding students of concern to provide the best interventions and support for those students. The Student Services team will work with Advisory teachers to share lessons related to the various Wellness topics. The NAMI club will continue to meet remotely and serve as a safe space for scholars to learn about and advocate for teen mental health support in a variety of related topics. Throughout the school year Student Services will raise awareness for various mental, social, and emotional topics such as suicide prevention month, red ribbon week, human trafficking prevention month, teen dating violence awareness month, stress management etc. All these topics will be shared in the classroom setting, school bulletin, PTA meetings (for parents knowledge), and email. Student Services will work closely with teachers to monitor any specific scholar concerns and take action appropriately. Various surveys will be given throughout the year to monitor any specific scholar concerns, as well as track data through the California Healthy Kids Survey.

Preuss scholars will be supported with their well-being by providing resources in the community and at school. We currently employ 3 School Counselors, a Family Support Specialist/MFT (Marriage & Family Therapist), and two psychologists. School counselors make contact with scholars in need and initiate conversations about the importance of receiving additional therapeutic support and then make a mental health referral to the Family Support Specialist. Once the Family Support Specialist receives a request or referral, they will contact the scholar and parent to determine which provider will offer services. Our MFT, and Psychologist provide therapy throughout the school year. Additionally, we have a partnership with the Union of Pan Asian Communities (UPAC) who provide therapy. Lastly, when all school resources have been exhausted, families/scholars are referred to community agencies for services.

Preuss staff are directed to UC San Diego services either through medical insurance or the Faculty and Staff Assistance Program (FSAP). Additional support throughout the school year for stress management will be provided through breathing techniques, meditation, mindfulness, and additional strategies for stress reduction using digital modes of communication while in the remote learning environment.

The Professional Development calendar includes training for staff to address the signs associated with trauma within our scholars. The Mental Health and Counseling Team lead the training and they provide ongoing resources to support the staff to respond appropriately and address the needs of our scholars.

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.]

Scholars are expected to report and engage in each class daily, Monday through Friday. The instructor will report attendance in Aeries within the first 20 minutes of class. Without evidence of engagement, the student will be marked absent. The front office will follow up with calls to parents to verify absence, for example: “Your student was marked absent today in Block 1.” They have an opportunity to log in and complete the work by the end of the school day today. If they complete the work today they will be marked present. For all future absences, parents are directed to contact our Attendance lead or their respective teacher. The attendance lead will run weekly reports to determine a pattern of disengagement and make referrals to the Counseling and Wellness Team.

We employ a Lead Attendance staff member who is bilingual Spanish as that is our primary 2nd language. This increases our ability to communicate and re-engage scholars whose parent’s primary language is Spanish.

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.]

We have scheduled a 1-hour lunch block during our Instructional Day thereby allowing our scholars to visit one of the closest Meal Distribution Centers sponsored by the San Diego Unified School District. We have placed the specific Distribution Center information on our school website, communicated through Advisory teachers, and we publish the countywide Food Distribution Centers and resources to our parents. Scholars pick up a lunch for the day and breakfast for the next day during each trip to the Food Distribution Center.

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

Section	Description	Total Funds	Contributing
Performance Framework	The implementation of Achieve 3000 and IXL to serve as screening programs as a starting point of our performance framework.	\$48,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.77%	\$1,563,904

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.]

At The Preuss School at UC San Diego the first tier of support for our foster youth, English learners, and low-income scholars is to have the same expectations for these scholars as we do for all scholars. This is accomplished by enrolling them in college preparatory classes and providing them with support to get to where they need to be in a detracked model. By engaging these scholars in challenging course work is the first step in meeting their needs for a high quality education. Currently we have one scholar that has been identified as Foster Youth. This scholar receives support from our counseling office. The Preuss School has a teacher identified as the English Learner Coordinator. Working with administration scholars that are in need of designated support have been placed in the appropriate courses or regularly schedule small group meetings. Scholars that are receiving special education services are placed in courses according to their IEPs. If IEPs indicate a need for small group instruction or support this is accomplished with courses taught by our Special Education staff. We are adding a full time Education Specialist and Instructional Aid for increased services to our scholars with special needs.

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

Preuss services are provided on an LEA-wide basis as 94% of our scholars qualify for Free/Reduced lunch, 11% English Learners and 1 Foster Youth. Standards-aligned curriculum, highly-qualified teaching staff, extended learning time/year, 7-year advisory program, advanced

placement coursework and supports, and services such as tutoring, mentoring, academic credit recovery, literacy and math enrichment, and college-going supports will be accessible to all scholars in the Distance Learning environment. It is the goal to maintain a high graduation rate and a 100% acceptance rate to a four-year college.

This semester, we have added an English Learner Coordinator who will provide additional support for our EL population. Further, a full time Education Specialist, and Instructional Aide will be hired to increase support for scholars receiving Special Education Services.