



# COVID-19 Operations Written Report for University Preparatory Academy Charter

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
University Preparatory Academy Charter	David Porter Executive Director	dporter@upatoday.com 408-759-5726	06-25-2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

University Preparatory Academy (UPA) moved to Distance Learning in March of 2020 based on recommendations from the Santa Clara County Office of Education and the Santa Clara County Health Department. UPA had been preparing for a potential move to distance learning before the recommendations were put into place and staff were working with students and families to better understand how our learning management system (LMS) works and how to interact with the platform to monitor grades and submit work. When UPA moved to distance learning, the transition was smooth because of the preparatory work, but not without challenges. Instructional adjustments made by the teachers included the addition of Zoom or Google Hangout sessions, the use of Google Classroom as a shared interface, and the continued use of our LMS. Structurally, UPA implemented the traditional school schedule to avoid potential conflicts with online learning and to replicate the student's day. A policy of accepting late-work and allowing for summer extensions was approved in March in order to ensure that all students could succeed in their courses. To close the digital divide, UPA had made laptops and hotspots available upon request. We created a network of supports to identify and reach out to families that had students who were either falling behind or not participating on a consistent basis. The team consisted of our Directors, Attendance Clerk, and school counselors. We also expanded our social emotional counseling supports for students and we saw an increase in students requesting support. UPA also partnered with the Cathedral of Faith and our surrounding school districts to provide lunch and groceries to our students in need. Students who fell into homelessness were connected with local resources as well. The impacts of the emergency Covid-19 were felt strongly by the UPA community and all members of the school site worked extremely hard to overcome the challenges of distance learning, social isolation, and to respond to the real impacts of the economic downturn.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

**Closing the Technology Divide**  
 University Preparatory Academy has hotspots and laptops available for families to check out as needed. There are no requirements to check out the equipment, with the exception of providing free/reduced students, IEP students, and 504 students priority. Priority was determined by

individual phone calls to assess need. After serving this priority group it has been first come first serve. We have enough laptops for every family and 50 excess hotspots.

#### Specific Supports for IEP, 504, and EL Students

All targeted groups have been given a case manager that meets with each student weekly to assess needs, adjust curriculum and work with teachers to modify the curriculum. Students who are struggling are given extra time to complete assignments and the case manager can also ask for an alternative assignment to satisfy the curricular need.

#### Support Systems for students who are falling behind

The front office staff and counselors have developed a system to allow teachers to notify them if a student is falling behind or has not participated in the distance learning experience. Our tier 1 response is that the teacher sends a message to the family and student. If there is not a response, then we move to tier 2, where our front office staff calls and communicates our concern with the family and connects the family to potential resources or set up teacher conferences. Our tier 3 response is for the counselor to set up a virtual meeting with the teacher, family, and student and they map out a plan for success. UPA does not have a late work policy so students can continue to turn in work if they fall behind.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

#### Distance Learning Plan

University Preparatory Academy transitioned to Distance Learning on March 16th, 2020. 100% of the distance learning takes place using online or virtual environments. Teachers are available during their normal work day to provide lessons, instruction, tutoring and to provide feedback. The following guidelines are a synopsis of our distance learning program. The goal and outcome continues to be the same – preparing students to succeed in college and university.

#### Distance Learning Platforms and General Guidelines for Distance Learning

Teachers retain autonomy to incorporate Zoom, Webex, or Google Hangouts as part of their daily instruction. All teachers have to post daily assignments and grades on our learning management system – PowerSchool. Teachers also post directions if they are delivering content and collecting work through a third platform such as Blackboard or Google Classroom. The following are the general guidelines for teachers while running a distance learning format:

- Start each day with a quick check in on how long the homework or classwork took in order to gauge the amount of homework you are assigning. Target is 45 minutes max
- Reduce the amount of work to account for the distractions at home. Students are taking more time to complete an assignment by 50% on average (based on feedback)
- Allow for late assignments.

- Assess students on a Pass (70% or higher)/No Pass (69.9% or lower) grading system.
- Keep posting all work by 8 AM. Do not miss this target.
- Give yourself a break, your lessons do not all have to be perfect and have all the tech bells and whistles. You can assign smaller projects based on research, reading, or review.
- Build in mental health or brain breaks into your sessions
- If you are using Zoom, turn on all safety measures, including the waiting room.
- Plan for the following Open Tutoring Fridays: April 17, May 1, May 15, and May 29
- Shorten your work on Friday's. Remember that we have 50 minute periods on Friday.
- Close each day with a check-in to see how your students are doing emotionally.
- Submit names of students who have distance learning "disappeared" so that the front office and counselors can reach out
- Plan for the elimination of finals week. We will still be in session, but we will not be conducting final exams

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### Grading Policy, Outcomes and Incomplete or Extended Time for Learning

#### 1) Grading Policy

a) The teacher retains the right to assign, post, and assess all assignments.

- b) Teachers at UPA, during the implementation period, will allow for students to turn in late-work for full credit.
  - i) The assignment can be flagged as late by the instructor.
  - ii) Late assignments should have a cut off of:
    - (1) April 17, 2020, at 8:00 PM
    - (2) June 1, 2020, at 8:00 PM
    - (3) Teachers can extend the deadlines past the above dates based on student need.
    - (4) The purpose of late assignment cut offs is to help students identify targets for submitting missing or corrected work
- c) Grade books should strive to have accurate and up to date by the following dates:
  - i) April 17, 2020
  - ii) May 1, 2020
  - iii) May 15, 2020
  - iv) May 29, 2020
- d) Teachers will conduct open tutoring days on the following dates and not post new work:
  - i) April 17, 2020
  - ii) May 1, 2020
  - iii) May 15, 2020
  - iv) May 29, 2020
- e) Final Grades
  - i) UPA will not have a finals week, the week of June 1 – 4 will be a regular schedule week.

ii) Teachers will not be giving a final assessment

iii) Teachers will not use the final assessment weighting category

iv) To close out the semester, teachers are recommended to

(1) Have classroom presentations, discussions, small projects or papers or

(2) Continue distance learning

2) Grading Outcomes

a) The teacher retains the right to determine the final grade of all assignments and to determine if a student met the learning outcomes.

i) All graded assignments will have a minimum of 50% of the total point value, which means that if a task is incomplete and is worth 10 points, the student will get 5 pts minimum.

(1) Teachers should flag missing assignments to notify families of work not being turned in

ii) Grades 7-9 will be adjusted to a Pass/No Pass system.

(1) A "P" or passing grade = A, B, or C

(2) An "NP" or not passing grade = D or F

iii) Grades 10-12: we will move to a Pass/No Pass system, but families can request a letter grade.

(1) A "P" or passing grade = A, B, or C

(2) An "NP" or not passing grade = D or F

(3) Teachers will use the P/NP as the default grade. Parents requesting a final semester letter grade will submit that request to the Director of Instruction and Registrar.

(a) Parents must submit the request no later than June 4, 2020

(b) The request will be digital placed on the school website and emailed out.

(c) The default setting in PowerSchool will be:

(i) 70.0% or above = P

(ii) 69.9% or below = NP

(d) The Registrar, upon receiving the request, will change the grades from P/NP to the following standard:

A 90-100

B 80-89

C 70-79

iv) Marking Period grades will be posted as P/NP

v) Marking Period 6 and Semester 2 grade will be the same grade and will use the P/NP grading scale unless parents request

3) Incomplete Grades or Extended Time for Learning

a) An incomplete grade is a temporary placeholder grade intended to allow a student to submit work for a final grade; in this case, any grade marked as NP qualifies as an incomplete grade.

i) Students will not be allowed to make up assignments that violate the plagiarism/cheating policy.

ii) Students will have the opportunity to complete the missing work until July 15, 2020.

b) Agreements

i) Teachers will have the following options:

(1) Agree to grade the make-up/missing work with compensation for the grading time and effort

(a) Teachers will be compensated 1 hour per student

(i) Teachers will submit a timecard on July 15 to Emma King for compensation

(b) Teachers will have 15 calendar days from receipt of work to grade all assignments and provide a grade change (electronically if needed) to the Director of Instruction and Registrar

- (i) Families that cannot submit work electronically will bring it into the school, and the personnel will scan and send the work to the teacher.
- (2) Release the grade and allow the Executive Director or designee to grade the assignment and provide a final semester grade
- ii) Students and parent/guardian will sign (electronically if needed) an agreement to submit all work by July 15; otherwise, the grade will remain at the previous failing mark (D+, D, D-, F, or NP).
  - (1) The agreement must be submitted to the Director of Instruction or Registrar no later than June 4.
  - (2) All make-up/missing work will be completed and submitted no later than July 15, 2020
  - (3) If work is not provided or there is a lack of effort the final grade will result in an "NP" for the course

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

University Preparatory Academy partnered with the Cathedral of Faith to connect our families with their grocery outreach program (a subsidiary of Second Harvest Food Bank). Daily lunches were partnered through Campbell Union High School District, East Side Union High School District, and San Jose Unified School District. The resources were regularly shared with families through our weekly newsletter and our website. An initial outreach campaign included targeted direct phone calls to our socioeconomic status students and families. The phone campaign reoccurred weekly until the close of the 2019-2020 school year on June 4th, 2020. Students that reported incidents of temporary or permanent homelessness were connected with local and county resources to provide shelter, food, and gift cards to purchase clothes and school supplies.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Consider using the information and guidance below to respond the prompt above:

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision of their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publically available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The University Preparatory Academy informed parents on March 12th, 2020 that distance learning would begin on March 16th, 2020. Updates were sent throughout February about the potentiality of distance learning in order to prepare the staff and community for the dramatic shift to instruction. Communication from the school to the families continued weekly throughout the entire distance learning period ending on June 4th, 2020.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.

The University Preparatory Academy does not have a license to provide childcare, but partnered with Cathedral of Faith to provide licensed child care for students if requested. A family or student would either call or email requesting support and we would connect them with the child care facility. UPA would cover all associated costs.

The point person for UPA is David Porter, Executive Director. Once a request is received it is then connected to the correct resource and within hours the family is connected with childcare, food, technology or other needs. Regular contact from the school, either the weekly newsletter or updates from the Executive Director, provided resources and information about distance learning and supports. UPA designated Cathedral of Faith because we share a campus and they are local and have the necessary license for child care.

UPA is proud of the staff for their efforts in going above and beyond in reaching out to the families and staying in contact to ensure that the community of UPA has access to the all the necessary resources to survive and thrive during the pandemic and shelter-in-place.