

## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
PUC Early College Academy for Leaders and Scholars (ECALS)	Gerard Montero, Director of Compliance	<a href="mailto:g.montero@pucschools.org">g.montero@pucschools.org</a> 818-559-7699	June 15, 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.**

### Response:

PUC Early College Academy for Leaders and Scholars, through the leadership of its Superintendent and Deputy Superintendent, and in alignment with Los Angeles Unified School District, on March 13, 2020, enacted a multi-phased response to the COVID-19 pandemic. Through all phases the main areas of focus were: 1. Continuity of learning and supports for all students, 2. Continuity of Meal provision, and 3. Continuity of mental health services as provided by PUC's Clinical Counseling Services. During Phase I (March 16 - April 2), the school moved to a "virtual" program offering. There were no changes to course offerings and assignments before the school closures were expected to be completed as best as possible under the circumstances. In addition, the school provided either physical work packets based on universal design or assignments based on current topics and review of previous topics covered through Google Classroom and were adjusted based on individual student needs. Any student not in attendance on Friday, March 13, 2020, were sent packets via email and Google Classroom the following week or were mailed hard copies to ensure 100% of all students had access to assignments by March 27, 2020. Google Classroom began March 30<sup>th</sup> and teachers posted additional learning, teacher videos, and video conferencing meetings via Zoom for all grades or as appropriate. The PUC Clinical Counseling Services Department supported the school by providing direct one-to-one phone calls to the parents of those receiving clinical counseling services to check-in and offer support as needed. In addition, clinical counselors were utilized to support the school's effort to check-in with all students and verify the well-being of each student and their family. PUC Schools also began its meal distribution to all students and those in the community within a few days of closure, ensuring that students and families would not be without food.

During Spring Break (April 2 – April 6) the school began the transition to Phase 2. To better gauge the impact of the COVID-19 closure to families, the school surveyed parents around access to technology beginning April 2, 2020 through June 9, 2020. The survey revealed that overall 20.2% of PUC Schools' students did not have access to a computer, laptop, or iPad. Indicating that some students did not have the digital capacity at home to complete online schoolwork. The School used this survey to better inform the school's response to the technology needs of parents and students as the school began to prepare long-term. During Spring Break, the school used the opportunity as a transition week the school distributed technology to all students. The school's Phase 2 (April 13<sup>th</sup> - May 29<sup>th</sup>) included the launch of "Distance Learning 2.0" via Google Classroom and Clever, continued food distribution, and clinical counseling through PUC Schools Clinical Counseling services. Before Phase 2 could begin, the school's administrations engaged teachers in the development of a long-term comprehensive plan and school-wide expectations for the continuity of learning at PUC Early College Academy for Leaders and Scholars which will be further elaborated on in the third question below. During Phase 2, PUC Schools continued to provide parents and community members with opportunities to engage the school. The school continued to hold its School Advisory Committee and English Learner Advisory Committee meetings via synchronous virtual online platform. The meeting highlighted the changes that were made to various compliance items such as the 2019-20 LCAP Updated and the new requirement of submitting this COVID-19 report to LAUSD and the County Office of Education. During the meeting they were given time for input and feedback to the school's COVID-19 response. Parents voiced their appreciation to the overall PUC COVID-19 response. Noting how "it was great that the same programs available at school were available at home..." which made the transition easier for their child. In addition, the school and teachers provided a lot of support.

Parents raised concerns about the student mental health, in alignment with the teacher feedback. Parents of English Learners raised concerns around their children not understanding the assignments or taking too much time in completing it. In terms of planning for next year, parents, of both English Only and English Learners, requested that their child be given daily ZOOM “live” face-to-face video chat with teachers in order to explain daily work and to do check-ins or to answer any questions around daily assignments. In addition, parents are requesting additional tutoring sessions during the week for students who are academically behind. Finally, parents agreed that ensuring all students have access to laptop and hotspot at home is a priority. This feedback will be considered as we move into Phase 3 planning.

During Phase 1 the Superintendent re-activated the PUC Emergency Management Team with the specific purpose of meeting weekly and providing updates, share concerns, and receiving feedback from the Superintendents with regards to the COVID-19 closure and subsequent issues or needs arising at various sites. During Phase 2 the team has continued meeting on a weekly basis and has now morphed into the Superintendent Task Force 2020 under Phase 3. The purpose of Phase 3 is to plan for the coming school year. In support of this the Superintendent has provided all members resources such as LACOE’s “Rising to the Challenge Reopening Schools Framework” and CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools.” These will be used during the Superintendent Task Force 2020 meetings. In addition, the Superintendent and Deputy Superintendent, in support of further engaging in summer planning for the 2020-2021 school year have begun focus groups that include parents, students, principals, teachers, staff, and other support staff such as Directors and Coordinators. The focus groups will provide feedback as to the affects that COVID-19 has had on students and families. This data will inform the overall planning for the coming school. Already, we have met with 11<sup>th</sup> and 12<sup>th</sup> grade students who are in favor of a “face-to-face” return and informed the school how that would benefit their mental health, however, after much discussion it was agreed that perhaps a more cautious opening would be better for all. Teachers have also met and provided their opinion as to how to return. Their preference is that schools remain “virtual” due to health and safety concerns. Once concern they had was the issue how to work to close academic gaps with students. They will continue to be invited to provide feedback through this process. It is the goal of the Superintendents to have a viable plan in place by mid-July. This will provide time to initiate the plan and provide adequate notification to all stakeholders before the August 17 opening of school.

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

#### **Response:**

We have supported our EL students, Foster Youth and Low-income students through the use of differentiated work in classes, tutoring support services and the provision of resources through our network and our partnerships with outside agencies. Our Designated ELD teacher continued to provide support to English learners via designated times in our schedule. And for any foster youth students in our community, we provided additional referrals to outside agencies for support. And for our low-income students, we provided additional referrals for outside support as well as continue to use our existing support mechanisms within the school and organization. English Learners’ engagement started (April 13) at 0% and ended at 48.65% of students engaged as indicated by the Clever Engagement Analytics report. Student (who qualify for Free or Reduced Meals) engagement started (April 13) at 4.33% and ended at 53.54% of students engaged as indicated by the Clever Engagement Analytics report.

Here are specific supports that we provided:

Tutoring

- Tutoring time was set aside for English learners, foster youth and low-income students to communicate with teachers for support. Tutoring was done 1-1 or in small groups but with audio only and no live face-to-face video. Screen sharing was allowed.
- Teachers were expected to respond immediately to English learners, foster youth and low-income students. Teachers used email to respond, however, teachers also had the option to have open web meetings or were available through voice or SMS (via Google number) during this time.
- Tutoring took place every day between 2 - 2:30 p.m. and 4:30 – 5 p.m. Tutoring was offered during instructional block whenever no learning activities were taking place.

#### Communication/Outreach

- All communication was sent in English and Spanish to ensure all our parents had access to important information.
- Phone conversations made between 8 a.m. and 8 p.m.; phone calls outside of these times were only allowable in times of emergencies. Email were sent at any time.
- Teachers reached out once per week to English learners, foster youth and low-income students when teachers did not receive work from nor seen online. Communication with families were logged into PowerSchool.

#### Assignments/Differentiation

- Assignments were chunked. No daily due dates. No more than one assignment per week per class.
- English learners, foster youth and low-income students were encouraged to turn in assignments.
- New assignments were posted on the same days as instructional block.
- Assignment due dates coincided with instructional block days.
- Accommodations such as extra time and reduced number of problems were effective during in-school learning. During Distance Learning there was a greater focus on differentiation for English learners, foster youth and low-income students

#### Assessments

- Since all state exams, including the SBAC and ELPAC, were cancelled for this year teachers did the following for the rest of the year:
  - o 4 quick checks- formatting is flexible
  - o 1 performance task
  - o 1 unit test/summative assessment- formatting is flexible
- Quick checks were given and individualized and authentic as possible so that English learners, foster youth and low-income students were encouraged and supported as needed.

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

### **Response:**

To ensure a successful launch of Distance Learning, the school planned in phases. To close the digital divide, an initial survey was administered to determine tech needs from students and parents. This helped inform the development of the school's Phase 1 and Phase 2 plan. The term "Distance Learning 2.0" refers to our comprehensive plan and school-wide expectations for the continuity of learning at eCALs amid the current COVID-19 crisis.

Below is the Distance Learning 2.0 plan for eCALs:

We are in unprecedented times and a new approach to learning for the entire staff, but we have the right team and made it work. The team's strong collaboration, communication and culture will continue, just now primarily in digital form. Please note the following:

### **Teacher Expectations:**

- Teachers used electronic platform, whether it be Zoom, Google Meet/Hangouts, or a different one, at least once per week to deliver and/or review content. They were encouraged to have live sessions with students, however, they were given the option to opt to pre-record their voice, or share screen instead. Currently, PUC School policy does not permit live, face-to-face video for both teachers and students.
- Teachers were not required to occupy the full instructional time with learning activities (tutoring made up the remainder of the time).
- No deducting of points for students who were unable to participate in live meetings. However, teachers were permitted to reward students who do.
- Teachers presented themselves as a professional when on video (sitting down, appropriate dress, etc.)
- They were to keep lesson simple. Teachers assigned around 2 hours-worth of independent work per week. They were inquiry-based tasks and assignments. Our goal was to keep our students practicing what they have learned and not slide backwards.

### **Tutoring:**

- Tutoring time was set aside for students to communicate with teachers for support. Tutoring was able to be done 1-1 or in small groups but with audio only and no live face-to-face video. Screen sharing was allowed.
- Teachers responded immediately to students. Teachers used email to respond, however, teachers also had the option to have open web meetings or be available through voice or SMS (via Google number) during this time.
- Tutoring took place every day between 2 - 2:30 p.m. and 4:30 - 5p.m. Tutoring was offered during instructional block whenever no learning activities were taking place.

### **Collaboration:**

- Virtual meetings for the whole staff and each grade level were held each Monday, beginning at 10 am.
- Department meetings were held on Tuesdays and Wednesdays.
- Collaboration between colleagues outside of scheduled meeting times was also encouraged.

### **Communication/Outreach:**

- Phone conversations were made between 8AM and 8PM; phone calls outside of these times were only allowable in times of emergencies. Email were sent at any time.
- Teachers reached out once per week to students/families to inform them if assignments were not received or if a student was not seen online.

### **Assignments:**

- Assignments were chunked. There was no more than one assignment per week per class.
- Students were encouraged to turn in assignments, however, teachers would not be deducting points for late assignments, unless it was for an AP class.

- New assignments were be posted on the same days as the instructional block. ELA, Spanish, and Science would post new assignments on Tuesday and/or Thursday. Math, History, Music, Art, and PE would post on Wednesday and/or Friday.
- Assignment due dates were to coincide with instructional block days. ELA, Spanish, and Science assignments were due on Tuesdays or Thursdays. Math, History, Literacy Lab, Music, Art, and PE assignments were due on Wednesdays or Fridays.

#### Assessments:

- All state exams, including the SBAC and ELPAC, were cancelled for this year. In lieu of traditional state and national assessments, teachers were encouraged to have the following for the rest of the year:
  - 4 quick checks- formatting is flexible
  - 1 performance task
  - 1 unit test/summative assessment- formatting is flexible
- Quick checks were given but they were to be as individualized and authentic as possible so that students.

#### AP Classes

- AP classes operated under a slightly different premise. The highest grade for an assignment turned in late to an AP class was 70%. AP classes also adhered to more strict deadlines and timelines to help prepare students for the exams.

The school used both synchronous and asynchronous methods of curriculum delivery. The Clever platform was used as the single-access point to access apps like Google classroom, Khan Academy, iReady, etc. Clever also served to monitor the consistency in delivery of curriculum. The school was able to monitor student engagement via the Clever Engagement Analytics report. Student engagement increased over time as indicated by the following data: 4.53% of “All Students” logged in as of 4/13/20 and increased to 53.31% as of 5/29/20.

Email, phone/text via Swift K-12 (PowerSchool Module), websites created specifically for Distance Learning information, SchoolMint. Communication schedules were determined by schools in collaboration with the home office. All communication was sent out in English and Spanish which are the predominately languages spoken by PUC parents.

Existing technology resources such as laptops were distributed to all students requesting technology support via distribution schedule coordinated by schools which was determined by the initial distance learning survey. The school had to purchase Zoom licenses. Free applications and in contract applications were used to assist.

The school assessed the needs of the families for accessing and using technology in the home for instruction by Distance Learning Survey given to parents to determine technology needs at home. Of those responding, 24.4% did not have access to a desktop computer, laptop, Chromebook, or tablet. In support of the those in need, PUC Schools created a hotline and email support for parents/students to reach out for tech assistance. In addition, through outreach via phone calls, text messages, email, social media posts, and Google Classroom posts, we are working with these students and families to facilitate the distribution of additional technology support and resources. We previously held multiple rounds of laptop computer distribution for the community and will look to provide additional computers to students and families as they check-in with us along the way. In terms of WiFi support, we are providing families with information on no- cost and/or affordable WiFi plans that are being offered by local companies. We also have a portion of students that have not digitally checked-in to any of their classes. We would estimate that 25% of students have not accessed digital earning thus far. To improve upon this percentage, we have done extensive outreach through phone calls, text messages, emails, social media posts, and Google Classroom posts. We are continuously contacting families and leaving voicemails and messages as possible. We are documenting this outreach through PowerSchool, our online information system, and internal spreadsheets.

Availability of connectivity was determined via initial survey. Of those responding, 11.36% indicated that they did not have internet access. PUC Schools researched what other CMO's and districts were doing to provide internet access and shared resources with families. Parents were provided information about free services available for internet access.

PUC Schools offered repair and replacement services for devices as needed.

Multiple webinars were designed and administered to teachers and administrators in order to provide impactful distance learning practices as well as interpretation of application usage data.

The school offered parental support for at-home learning through tools like Blooms, which was used to help parents and younger students understand how distance learning was going to work.

As we plan for Phase 3, the school has and continues to engage the community and seek feedback from students, parents, and teachers as to their online challenges and successes. During Phase 2, PUC Schools provided parents and community members with opportunities to engage the school. The school continued to hold its School Advisory Committee and English Learner Advisory Committee meetings via synchronous virtual online platform. The meeting highlighted the changes that were made to various compliance items such as the 2019-20 LCAP Updated and the new requirement of submitting this COVID-19 report to LAUSD and the County Office of Education. During the meeting they were given time for input and feedback to the school's COVID-19 response. Parents voiced their appreciation to the overall PUC COVID-19 response. Noting how "it was great that the same programs available at school were available at home..." which made the transition easier for their child. In addition, the school and teachers provided a lot of support. Parents raised concerns about the student mental health, in alignment with the teacher feedback. Parents of English Learners raised concerns around their children not understanding the assignments or taking too much time in completing it. In terms of planning for next year, parents, of both English Only and English Learners, requested that their child be given daily ZOOM "live" face-to-face video chat with teachers in order to explain daily work and to do check-ins or to answer any questions around daily assignments. There was concern over the impact on their students' academic progress. Some parents felt that the grade change affected student motivation, especially in the high school Advanced Placement classes. In addition, parents are requesting additional tutoring sessions during the week for students who are academically behind. Finally, parents agreed that ensuring all students have access to laptop and hotspot at home is a priority. This feedback will be considered as we move into Phase 3 planning.

We built our distance learning programs with flexibility and empathy in mind and we applied that same mindset to our grading for semester 2. In a traditional setting, our teachers strive to create a nourishing and stable classroom for students to learn how to take academic risks and grow. The learning environment has now morphed into individual home settings. The home environment can vary greatly impacting a students' ability to find success. We wanted to be mindful of the current times and allow for some leeway during distance learning. On April 23, 2020 PUC School Board approved an adjustment to PUC Schools' grading scale to a pass/fail system. The goal was to alleviate some of the stress our students and families were experiencing with trying to maintain grades while juggling all that is going on in the world around them. This allowed students the flexibility to focus on the learning process and not the letter grade that typically is associated with learning. Students who pass a class with a low percentage were assigned additional interventions to support their academic growth during the 2020-2021 school year. Parents were provided a FAQ to help with any additional questions they may have regarding the PUC Schools Grading Policy.

The school provided the following support for our Special Education students:

Our entire staff, and most specifically inclusion team members, provided the highest level of support possible to students with IEPs. Below is an outline of our provision of support for students with IEPs:

Professional Expectations for inclusion team members:

- Inclusion staff were online approximately 2 - 4 hours per work day.
- Inclusion staff responded to all other communication within 1 business day (unless responding to students during learning lab).

#### Collaboration:

- Each teacher met with an Inclusion team member once per week.
  - Inclusion Specialists (ISs) and Inclusion Assistants (IAs) reached out to teachers to coordinate a weekly meeting time.
  - Notes for the meetings were documented on the collaboration tracker.

#### In-Class Support:

- An inclusion staff member were present in every live class session for support.
- Inclusion team members were added as guardians in google classroom for students with IEPs.
- Each Inclusion team member were sent a list of students with IEPs for each class to their respective teachers so that the Gen Ed teachers could add the Inclusion team member as guardian.
- Inclusion members collaborated with their assigned Gen Ed teachers at the start of the week to discuss support for students with IEPs.
- IEP Team members were present for live class sessions and were available to offer “pull out” support by beginning a separate live class session for students with IEPs.

#### Learning Lab:

- “Learning Lab” took place every day from 2 - 2:30 p.m. and 4:30 – 5.p.m.
- An Inclusion aide was present in the Online Learning Lab Monday - Friday. If more help is needed, then the Inclusion aide reached out to other Inclusion team members for more support.
- Inclusion team members did check-ins with assigned students on Mondays and coordinate time(s) during the week to provide support.
- Notes from check-ins with students with IEPs were documented in the Inclusion Student Check-In Tracker.

#### Other Student Support/Contact:

- All students with IEPs were to communicate with an inclusion staff member once per week.
- Inclusion team members did check-ins with assigned students on Mondays and coordinate time(s) during the week to provide support.
- Notes from check-ins with students with IEPs were documented in the Inclusion Student Check-In Tracker.
- Inclusion team members reached out to the parents of students who had not been communicating at all.
- Accommodations such as differentiation had a greater focus.
- Inclusion Specialists and Admin supported General Education teachers with differentiating assignments so that students with IEPs were engaged in learning.

The school utilized all the resources available to enact its Phase I and Phase 2 plan. This “economy of scale” included the use of all available certificated and classified staff. Certificated staff, such as our Inclusion Specialist (Resource Specialist), were asked to provide academic and social-emotional support by calling students with special needs one-on-one at least once a week. Classified staff were also utilized to check-in with parents to see if they needed support with navigating the transition or classwork being assigned to their child. Teachers also supported each other by being available during certain times of the school day to support students with specific subject matter questions, providing students with a wide range of available hours for academic support.

PUC Schools addressed student privacy concerns for online use through a consent form for parents that was created for video conferencing and all applications used during distance learning were FERPA compliant.

The school established age-appropriate use of technology and the duration of online activities based on the school's experience with student use of technology and through the research the school did to prepare for the transition to online distance learning. The school also tried to maintain some stability with scheduling and a similar school schedule was followed where students would start in the morning and finish in the afternoon with necessary breaks during the day. Clever analytics helped track logins to assist teachers understand when students were logging in.

The school provided support for students in managing workload by chunking assignments, providing extended time to finish assignments, and minimizing the number of hours that students were expected to be online each day. Daily and weekly schedules were adjusted to allow for only a few subjects each day being taught, alternating subjects on a weekly basis.

The school supported staff, students, and the community in adjusting expectations for distance learning by providing consistent and on-going COVID-19 communication that started weeks before the closure on March 16, 2020. Stakeholders were already engaged and were aware of the expectations for distance learning.

During Distance Learning, the Clinical Counseling Department continued to provide mental health support to the student and families. Any student who was being seen in counseling prior to Distance Learning was offered continued treatment via telehealth. Any student who was struggling with Distance Learning was offered counseling support via telehealth. Seniors were offered special group support to target their transition from high school to graduation. Students and families were offered online group support several days a week on the following topics: Mindfulness, Art, and Debriefing. Students and families were offered various online webinars such as "Supporting Kids during the Coronavirus," "Supporting Teens and Young Adults during the Coronavirus," "Self Care during the Coronavirus for Parents," Anxiety and Coping with the Coronavirus for Parents," "Support for Kids with ADHD During the Coronavirus," "When Siblings Wont Stop Fighting," "How to Give Effective Instructions for Parents," and "How to Work from Home with Kids during COVID 19." Social Media was used to offer students and families mental health information that covered some of same topic as covered under the online webinars. Here are a few samples of resources that we have given to schools to share out:

**High School:**

<https://www.youtube.com/user/watchwellcast>

Short videos on various SEL and social skills topics

**Parents:**

[Parenting in the time of Corona: Elementary School Children](#)

[Parenting in the time of Corona: Preschool and Kindergarten ages](#)

[Coronavirus information](#)

[Talking to Kids About the Coronavirus \(Child Mind Institute\)](#)

[Talking to Children about COVID-19: A Parent Resource \(NASP\)](#)

**Educators:**

[Understanding the Mental Health & Social Impact of the Coronavirus: Finding the Middle Path](#)

**Resource Links for educators:**

[Free Resources: International School Counselors Association \(ISCA\)](#)

[Online Mentoring and Advisory During Corona Virus Response Conference Call and Information Sharing \(Sea Change\)](#)

**Article:**

**Workshop:**

<https://www.mindfulschools.org/mindful-schools-workshop-changing-the-paradigm-of-trauma-in-the-classroom/>

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

**Response:**

PUC Schools created a plan with guidelines for food delivery and distribution during the school closure at PUC Schools for the coronavirus pandemic. USDA and CDE have approved the use of Seamless Summer Option program to provide meals to students through June 30, 2020. PUC Schools follows the policies and procedures indicated in the guide to ensure all compliance areas of the Seamless Summer Option (SSO) program are met. During the school closure which began March 18, 2020, PUC Schools has been serving Breakfast and Lunch meals, and beginning April 6, 2020 PUC Schools also partnered with a CACFP Sponsor – Our Little Helpers to serve Supper meals as well.

PUC Schools distributes meals to students as an “Open” sites. PUC Schools is allowed to provide meals to all children 18 and under. This includes students not enrolled at a PUC Schools. PUC Schools is currently serving Breakfast and Lunch meals at all PUC School sites, except for the PUC Community Elementary Charter and PUC eCALs. Families from PUC CCE and PUC eCALs were instructed to pick up meals at the nearest PUC School location. Meal distribution at all PUC Schools allowed PUC Schools to provide meals to ALL students enrolled at PUC Schools.

PUC Schools follow National School Lunch Program guidelines and must provide area eligibility data that demonstrates that the site is located in a needy area. Needy area means that the site is located where 50 percent or more of the children residing in the area are eligible for free or reduced-price school meals. Area eligibility may be documented through:

- School data that indicates that the proposed meal site is located in a school attendance area where at least 50 percent of the children are eligible for free or reduced-price school meals
- Census data
- Housing authority documentation
- County social services documentation
- Other appropriate sources demonstrating that the site is in a needy area

PUC Schools took parent/family feedback/needs into consideration when planning for provision of meals. A notification was sent to all families, including information on how to reach out to PUC Schools Food Service staff. An email was set up and provided to families (foodservices@pucschoos). Feedback, questions, and inquiries were received in this email. Families were also encouraged to call PUC National for questions and concerns pertaining to the food distribution plan/program.

PUC Schools coordinated with sponsoring agencies and community partners to provide meals, fresh fruits and vegetables, and snacks to students and families. PUC Schools continues to work with their food vendor, Better 4 You Meals, to provide families and the community with fresh fruits and vegetables through the School Nutrition Programs (SNP). In addition, PUC Schools collaborated with community sponsor, Our Little Helpers, to provide supper meals through

the Child and Adult Care Food Program, this allowed PUC Schools to distribute additional meals to families. PUC Schools also partnered with PathWater to provide a sustainable bottled water to all frontline staff members.

PUC Schools' process for distributing meals to students in non-congregate settings: Method of Service: ALL MEALS for the entire week are distributed EACH MONDAY. There are two pick-up methods available at PUC Schools. All food servers are trained on how to distribute meals through both methods of service.

- **Drive Through:** Families may use their normal drop off area to pick up meals, where a staff member hands them a plastic bag containing all required meal components for ALL meals for the week. When a family arrives in their car, food servers ask the family how many children will receive meals for the week. The family indicates the number of meals either verbally or with hand gestures. Food servers then pick up the corresponding number of bags and walk over to the vehicle, and hand the bags to the family without touching the vehicle or family members by placing the bags into the trunk of the vehicle, back seat, or truck bed (depending on the vehicle type, height, or capacity). Family members should not exit the car. One car is served at a time. Once a family is completely served, the family drives away and the next vehicle is served.
- **Walk Through:** Families may pick up all required meal components for ALL meals for the week at a "Walk Through" location. All meals are packaged into plastic bags and placed on a table for pick-up. When a family arrives, they walk up to the table and pick up the number of meals they need and carry it out. There should be no physical contact between food servers and family members. If multiple families arrive to pick up meals at the same time, they are asked to wait in line with appropriate social distancing implemented between families. One family picks up meals at a time. Once one family picks up their meals, they leave and the next family picks up their meals.

PUC Schools' method of meal distribution/delivery is as follows:

Each distribution site has a School Map which is located in the PUC Intranet Food Services. Drive and Walk through locations are identified on the School Map. Ensuring increase in traffic flow and decreasing traffic issues were considered when creating each map.

Meals included Prepackage Meals or better known as "Grab n Go" meals and include fifteen (15) meals: 5 breakfast meals, 5 lunch meals, and 5 supper meals, which are picked up at the same time. Breakfast contains THREE components: entrée, milk and fruit or fruit juice. Lunch contains FIVE components: meat, grain, fruit, vegetable, and milk. Beginning April 6, 2020 - PUC Schools began a partnership with a CACFP Sponsor – Our Little Helpers to server Supper meals. Supper meals also contain FIVE components. Beginning June 22<sup>nd</sup>, Our Little Helpers will be taking on the SSFO Sponsorship and will continue to serve Breakfast and Supper Meals. Please see page 7 for summer feeding schedule.

Meal Counting: PUC Schools follows the Summer Seamless Meal counting procedures and utilize the Summer Seamless counting sheet. Meal Counting Training was conducted on March 17, 2020. Staff utilize a hand counter and also complete a Summer Seamless Meal Counting sheet daily and submit at the end of each week to Food Services Department via email. Summer Feeding meal counts will be texted to sponsor, Our Little Helpers, by end of each service day.

PUC Early College Academy for Leaders and Scholars did not serve as a point of distribution, however, here are the numbers served as counted under the following locations, which serve as distribution centers to the families of PUC Early College Academy for Leaders and Scholars: CALS MS-HS: 57,546, Excel: 135,837, Milagro: 10,047.

Total number of meals served end of June 8, 2020 for PUC Schools: 668,263

PUC Schools communicated and continues to communicate to parents to share information around meals through the following:

PUC Schools informs families of the Food Distribution and schedule via email and phone/text. Director of Media Communications, assists with disseminating messages to notify families of the availability of FREE meals to all students and any student under age 18 – using social media platforms. A weekly notification/update is posted on all social media platforms.

PUC School's safety and health steps are as followings:

Coronavirus Precautions: To minimize the risk of the spread of the coronavirus, school staff are provided personal protective equipment such as hand sanitizer (if available), gloves, and face masks. School staff also maintain appropriate social distancing measures to the greatest extent possible. Training was provided for all food service staff. For a full list of trained staff, please contact Human Resources at [hr@pucschools.org](mailto:hr@pucschools.org).

Frontline Staff are provided the following PPE and supplies:

- Hand Sanitizers and wipes
- Gloves, face mask, hairnets
- Meal Counting Sheet
- Hand Counter
- Food Distribution Plan + SOP

Taking Staff Temperature: In order to reduce the risk of spreading the COVID-19 virus through the workplace and protect our team members PUC has established a new protocol - A designated PUC team member will take your temperature prior to the beginning of your shift. If your temperature is 100 or higher you will be sent home and an HR representative will follow up with you to discuss next steps.

The following was staff or volunteer recruitment or training:

Food Servers and Training: Food Service staff and anyone that is a Food Handler-certified employee may serve meals. During an emergency or short-term situation, volunteers or PUC employees may serve food under the supervision of a Certified Food Handler employee. Volunteers and Staff must complete online training and onsite training with Rosa Arrington, Food Service Operations Manager, before handling food. Refer to COVID-19 Safety Guidelines for PUC Team Members for training materials located in the Food Services shared folder

Food Safety: Anyone serving food needs to follow all food safety guidelines, including: washing hands for 20 seconds with soap and warm water, wearing gloves, wearing hairnets and handling food with care. In addition, food servers must temp food and complete documentation per food item. Food servers must also ensure all delivery documentation is kept in a binder daily and for each month of service.

Traffic Control: PUC Schools needs staff to assist with traffic and ensure vehicles are moving forward during food distribution. Food Distribution Team training occurred on March 17, 2020.

PUC Schools applied for waivers which included the Nationwide Waiver, in order to better serve the needs of the school community. What is a Nationwide Waiver? In accordance with the Family First Coronavirus Response Act of 2020, USDA has granted a nationwide waiver, providing flexibilities to certain onsite monitoring requirements for the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and the Summer Food Service Program. During March, 2020 PUC Schools implement the following waivers:

- Summer Meals Non-congregate Feeding
- Meal Times
- Non-congregate Feeding
- Nationwide Parent/Guardian Meal Pickup Waiver

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

**Response:**

PUC Schools response to the COVID-19 pandemic is in line with Los Angeles Unified School District's response and in keeping with the needs of its community. With the safety and social-emotional well-being of our scholars a priority, PUC Schools checked in with all families to verify that the students were emotionally adjusting to changes caused by the closure and were supervised during the school closure. Since PUC Schools is not providing supervision and in support of our parent needs, a communication on April 2, 2020 was sent to parents in English and Spanish via SchoolMint with COVID-19 updates that included many resources for parents to access. For parents who had to miss work to take care of their child they were guided to an Unemployment Insurance link that was posted. Other resources were links to "MyChildCare.ca.gov" and "211la.org's Child Care Page." In addition, these links were placed on the PUC COVID-19 Resource webpage along with other resources, which can be found at <http://www.pucschools.org/covid-19-resources/>. The school continues to communicate through its webpage and SwiftK12.