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/lrnctntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC Community Charter Elementary School</td>
<td>Gerard Montero, Director of Compliance</td>
<td><a href="mailto:g.montero@pucschools.org">g.montero@pucschools.org</a> / 818-559-7699</td>
</tr>
</tbody>
</table>

I. General Information

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

The COVID-19 pandemic has impacted our community from the way we work to the way we are educating our students. As Los Angeles County and Los Angeles City responded to the COVID-19 pandemic by initially shutting down most business and suspending in-person education for most educational institutions. Schools and parents struggled to meet the moment and were impacted in ways never seen before.

It is becoming increasingly clear that impacts of the pandemic are being experienced disproportionately greater in lower income communities and among black and latino populations. PUC Schools are located in either Northeast Los Angeles or the Northeast San Fernando Valley. Both areas have a high Hispanic population and a high poverty rate and are areas greatly affected by the virus. As of April 12, 2020, 94.94% of PUC Community Charter Elementary School’s students are Hispanic, and 11.27% are White. 9.49% of the student population is served by the Special Education program, and 18.04% of students are identified English Learners (ELs) and 19.94% are Reclassified Fluent English Proficient (RFEP). 84.18% of families qualify for free or reduced lunch. Students from PUC Community Charter Elementary School are facing greater challenges due to the COVID-19 virus. Parents have a greater chance of being unemployed because of business closures and are at a greater risk of facing possible evictions and homelessness. Even if parents are called back to work, they face the challenge of affording or finding suitable childcare. In addition, PUC students are more likely not to have access to technology at home, and even if they have internet access, there is a good chance it will be spotty or slower which can affect the way they are able to attend classes on-line. They may also have unequal access to educational resources or may lack parental support at home as parents may not have the technological know-how or education to assist their child when needed. They are also more vulnerable to trauma related to the pandemic. Mindful of the ways in which PUC families have been impacted by the pandemic, and in consultation with our stakeholders, we have created a plan that specifically addresses the reality of our local context and the needs of our families.

Curriculum pacing, traditional methods of instruction and assessments of student learning have also been impacted. Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning.
Our school staff has also faced tremendous challenges. Many of our staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles our students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context. In addition to these impacts and trauma stemming from COVID-19, many community members continue to experience trauma as a result of systemic racism and violence as members of the various communities we serve and proudly represent. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and subsequent civil unrest have layered on additional trauma for our students, families and staff. Our school is committed to continuing its practice of examining and understanding our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning in support of our students and their future.

To do this, our school has outlined specific expectations that parents/guardians, students, and the community should have for distance/hybrid learning implementation:

* An accessible and organized learning management system (Schoology) that provides support for usage across multiple devices, student participation and engagement, analytical tools for monitoring and measuring student progress, and communication tools for collaboration amongst all stakeholders.

* Consistent, direct, live instruction for every student, with additional support of recorded instruction at alternate times of the day. Which includes small group learning and targeted one-on-one conferencing for intervention and support based on data and the school’s MTSS.

* Daily attendance to monitor student participation and engagement, and provide intervention or family support to ensure learning continuity.

* Engaging and differentiated curriculum, learning tasks, and adaptive online learning programs to support the multiple learning needs of all students based on state standards, need for learning recovery, and social emotional supports.

* Formative and summative assessments to ensure learning remains student centered and data driven, as well as, monitoring learning over time.

* Support outside of direct, live instruction through “Office Hours”, direct messaging with students/families, the school-based family support team, and teacher feedback.

* Continued inclusion support and related services for students with IEP/504 Plan that support goal achievement and support the individualized need of the students.

* Continued support of English Language learners through both integrated and designated instruction and tasks.

* Revised reporting systems to communicate student progress and growth evaluations to both students and families to improve outcomes for students based on data and need.

* Continued regular family communication through multiple systems (including online communication tool Swiftk-12, Schoolmint, and Schoology) to ensure stakeholders have needed and necessary information, and platforms to collaborate.

* Professional development and support for teachers and support staff on strategies and systems needed to deliver high-quality instruction and student supports.

By sharing these expectations to students and families represents our efforts to empower stakeholders to hold our school accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.
II. Stakeholder Engagement

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

At PUC stakeholder feedback is an important core value related to our work in partnership and service to our students, families, staff, and communities. The Office of the Superintendent created various task forces to support stakeholder feedback gathering, research, and action. We used a comprehensive stakeholder feedback gathering plan, that included both online surveys and virtual focus groups, to gather ongoing feedback from stakeholders in support of our design, planning, and implementation. These task forces included the following: Superintendent Task Force, Academic Task Force, Mental Health Task Force, Health & Safety Task Force, & Operations Task Force. We conducted various online surveys since our school closures in the spring, site level and organization wide, to gather ongoing feedback from our stakeholders. We also hosted virtual focus group meetings with stakeholders in an attempt to further engage all stakeholders and gather ongoing feedback and suggestions regarding the reopening of the new academic school year. These focus groups included the following: Student Focus Group, Parent Focus Group, Teacher Focus Group, Maintenance Focus Group, Manager Focus Group, & Leader Focus Group. The design of our stakeholder feedback process, both online survey and virtual face-to-face through focus group, strengthened our planning and design.

The Learning Continuity and Attendance Plan was presented by the school at the School Site Council and English Learner Advisory Council Meetings. Both School Site Council and English Learner Advisory Council Meetings were held virtually via Zoom, GoogleMeets, or Facebook. Our parents and community members were provided with all pertinent meeting information and details as well as a phone-in option. All meeting participants could access the meeting on their cell phone or other technology device. All families have access to school technology and wifi, through their child’s access, which can be used by the family to access any/all school sponsored virtual meetings. Our parents that speak a language other than English are always provided meeting information translated in their primary language. We also use the following platforms to actively communicate with our families: virtual conversations, flyers, virtual meetings, email, phone calls, school’s social media platforms, Board Meetings, texts, and our school website.

The school site always has a translator at each School Site Council Meeting, English Learner Advisory Council Meeting, and all other school sponsored meetings for parents that have a primary language other than English. The draft Learning Continuity and Attendance Plan was posted on the school website in both English and Spanish. Families were encouraged to provide feedback. Upon request, students, families, educators, and other stakeholders that did not have access to the internet were provided with a chromebook and internet access, through their child’s access, to attend the virtual meeting and to eliminate barriers for our most at-risk families. Additionally, we provided free internet access in our parking lot so that stakeholders could join meeting(s) from their cars.

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

We provided options for remote participation in public meetings and public hearings as part of our process. We provided information in advance to our stakeholders on how to attend our School Board Meetings through posted agenda’s on our organization and school websites along with school based reminders related to scheduled public meetings. Our stakeholders were encouraged to attend and provide feedback on the Learning Continuity & Attendance Plan. There were multiple opportunities for public comment during the meeting. In addition our school sites were encouraged to have stakeholders, through their school based stakeholder engagement and advocacy efforts, to further engage and provide public comment at the public meetings. The Board President introduced the allotted period of time for Public comments, organized the comments, and indicated who would be speaking next. Additionally, staff assisted families that needed extra support to access online surveys and meeting agendas with links. Upon request, translators were provided to families/students that needed this...
extra support. Stakeholder feedback from various meetings and surveys was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when editing the draft plan to its final version.

The agenda and Zoom meeting links were posted 72 hours in advance of the meeting to provide for remote participation, per Ed Code requirements. Upon request, Chromebooks and internet access were provided to stakeholders that did not have these items. The public was directed to submit any comments by email prior to the meeting and/or to speak up during the public hearing designated time.

Stakeholder feedback was read during the appropriate time on the agenda. All stakeholders were provided an opportunity to discuss strengths, needs, barriers, accommodations and concerns for the plan and the 2020-2021 school year.

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

We received valuable feedback from all of our stakeholders through our stakeholder feedback process at PUC. We received feedback, in written form and through virtual focus groups, related to the following: health and safety, academics, and mental health. We compiled this data, based on each stakeholder group, and used the feedback in our various task forces in planning and designing for the new academic school year.

The parent data highlighted the trends related to health and safety as well as academics. Our parents were most concerned with health and safety measures to be taken at the site in support of their child, teachers, staff, parents, students, and school community. They overwhelmingly presented a trend around health and safety questions, concerns, and suggestions. In addition to health and safety our parent data highlighted the trend related to academics. Our parents are concerned, secondly to the health and safety of their child, to their child’s academics.

The student data highlighted the trends related to health and safety, mental health, and academics. Our students were most concerned with health and safety measures to be taken at the site in support of all students, staff, and teachers. They overwhelmingly presented a trend around health and safety questions, concerns, and suggestions. They also presented a trend in questions, concerns, and suggestions related to mental health. Our students are very concerned about the life challenges presented to students, inside academics and outside of academics, in support of their short and long-term goals. Lastly, our student data highlighted their concerns around academics along with needed supports for success.

The teacher and staff data highlighted the trends related to health and safety, mental health, and academics. Our teachers and staff were most concerned with health and safety measures to be taken at the site in support of all students, staff, and teachers. They overwhelmingly presented a trend around health and safety questions, concerns, and suggestions as it relates to their roles and duties in service of students. They also presented a trend in questions, concerns, and suggestions related to mental health. Our teachers and staff are concerned with the various challenges presented to them, in the professional and personal setting, and seek ways to be supported in both as dedicated and caring service providers. Lastly, our teacher and staff data highlighted their concerns around academics along with needed supports for success.

SCHOOL SITE:

Parent Focus Group Feedback May 2020:

Group #1:
- Daily live videos with students to explain the daily work and see if anyone has any questions about how to complete it
- Twice a week tutoring sessions for students who are behind academically to catch up to their classmates and not fall further behind.
Motivation: Use Class Dojo or other method for students to earn points for all of the work they complete. This would help them have a deadline because usually they just won’t do it until late or they don’t want to do it at all.

Group #2:
- Providing access to school computers was great
- It was great that the same programs available at school were available at home because students were more familiar with the programs.
- Everything helped her — it’s not the same interactions as in school but they adapted to the changes
- The school/teachers provided a lot of support and we are grateful.
- Teachers had fast respond time and helped with any issues we had (technology, academics, at home motivation, etc.)

Group #3:
- I would like the teacher to have at least 2 hours of Zoom daily.
- The morning would work best for me because then they (students) will get it done. However, I know there are parents who need the evening sessions.
- The three parents agreed on the daily Zoom sessions.

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

The feedback from our stakeholders was critical in supporting our Learning Continuity & Attendance Plan. The Office of the Superintendent created various task forces such as the Superintendent Task Force, Academic Task Force, Health & Safety Task Force, Mental Health Task Force, and Operations Task Force to engage in reflection, dialogue, research, and feedback analysis in support of the design and planning for the new school year. Through our PUC Community Design, which included virtual focus groups, online surveys, and various task forces, we were able to use the collective voices of our community in alignment with county and state guidelines to determine the best approach for opening in the fall. Development and approval of the PUC Schools Reopening Plan provided a solid foundation for the Learning Continuity and Attendance Plan. Stakeholder input was informative during the writing of the plan and feedback on the content of the PUC Schools Reopening Plan was useful in planning for the 2020-21 school year. The most common and primary need identified by stakeholders was the need to ensure connectivity for all students. Based on that message PUC Community Charter Elementary School purchased and distributed additional technology devices and hotspots to students. Our school staff will continue to make frequent contact to ensure connectivity is maintained and will continue to provide resources if there is a change in circumstances in the home. We also purchased a learning management system, Schoology, which was based on stakeholder feedback in relation to centralizing our virtual supports in the new school year for students, parents, teachers, and administrators. Lastly, another need identified from multiple stakeholder groups was the need for proactive engagement strategies and school support for addressing student engagement in the virtual setting. Our teachers, students, families, and administrators all identified a need to be more proactive and better prepared to address student engagement throughout the school year. Based on this feedback, we developed a tiered reengagement system along with engagement strategies to help our school staff remain responsive to our student engagement data. Our plans include the shifting of current staff roles and/or increased staffing to further support student engagement.

Based on the feedback that students and parents were struggling with technology issues, tech support lines and virtual tech office hours were created to further support students and parents throughout the day during distance learning.

In response to parents' concern with learning loss and students’ frustration with the independent completion of assigned work, we are moving to a learning management system known as Schoology.
Based on feedback from teachers, students, and parents that indicated an increased demand for mental health, given the impacts of COVID-19, we have offered more comprehensive mental health support and resources to our stakeholders. Our Clinical Counseling Department has increased and expanded its offerings to include virtual one-to-one sessions with students and families as needed, professional development opportunities for teachers and staff, mental health workshops for interested employees, virtual office hours for students, families, and staff [as needed], along with various additional supports and resources regularly posted on the website and social media platforms for all to access as needed. We will also explore increasing support from community partners, based on the communities we serve, to further develop partnerships and resources to monitor and intervene on social emotional topics and issues that are impacting our students, families, staff, and communities. We are also providing professional development on Positive Behavior Intervention Support based on feedback related to the need to maintain and sustain positive student behavior and community connectedness.

Ensuring the health and safety of our students and staff was also identified as a priority by all stakeholders. We have responded to this feedback by creating the Health & Safety Task Force, dedicated to the health and safety of our stakeholders by being up-to-date with the latest research, guidance, and feedback provided by stakeholders in support of health and safety. The current public health crisis has increased our individual and collective desire to remain safe and healthy in all aspects of our personal and professional lives. We have followed all guidance provided by government agencies to establish safety protocols and purchase PPE supplies to maximize safety in all scenarios for our students, staff, and school in the new school year.

Specific to PUC Community Charter Elementary School

PUC Community Charter Elementary School moved to an online curriculum to ensure continuity between distance, hybrid, and traditional instructional models and includes more embedded support for “independent” or asynchronous work completion.

Frequent parent communication, including individual phone calls, emails, ClassDojo, and School Mint messages will continue in order to gather current information and gain insight as full distance learning proceeds. This will include questions concerning student engagement, technology needs (needed devices and internet service), nutritional needs, and family support.

Professional development is being provided for staff including technology training such as Schoology, PowerSchool, curriculum implementation, PBIS Tier I training through both an in school and distance learning lens, Project-based learning training, and specific distance learning techniques/tools.

### III. 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.]

**Description of in-person or hybrid model:**

On July 13, 2020, the PUC Schools Board, based on the recommendation of the Los Angeles County Department of Public Health, voted that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by state guidance provided to schools by Governor Newsom on July 17, 2020. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.
PUC Schools’ Reopening Plan has been provided to families, students, staff. The plan includes a PUC Tiered Hybrid Model. As previously mentioned, PUC Schools will start the first semester virtually and will be in Orange Tier until given additional guidance from the LA County Office of Education and County Health Officials through Los Angeles COVID-19 Threat Level Indicators. This school year is dedicated to “Leading for Equity & Justice: During A Pandemic 2020-21”

This model allows for flexible movement between various degrees of virtual or in-person education. However, PUC Schools is prepared to remain virtual for the duration of the school year, if needed. We have set quarterly markers where we will reflect on multiple forms of data and make adjustments as needed:
Quarter 1: Ends October 16th, Quarter 2: Ends December 18th, Quarter 3: Ends March 19th, Quarter 4: Ends June 4th

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by PUC Schools as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures.

If/when PUC Schools would pivot from a full virtual learning model to in-person instruction/supports under the PUC Tiered Hybrid Model (from Yellow to Blue Tier) the school capacity would not exceed 50% per day for the duration of the academic school year. This model will support in-person instruction twice a week for students. Students will be divided into A and B groups. Group A will attend in-person Monday and Friday. Group B will attend in-person Wednesday and Thursday of each week. As indicated in the chart below, Fridays will be considered asynchronous or distance learning. Students on campus will remain within their classroom cohort for all learning, meals, and outdoor play. Classroom cohorts will consist of 12-13 students (group size has been determined by state re-opening guidelines). All attempts will be made to keep families with multiple students within the same A or B groups. Students arrival and dismissal times will be staggered to allow for temperature/wellness checks and social distancing. This model, if/when activated during the current academic school year, would allow the school site to consistently and safely honor physical distancing guidelines set by the state and county health.
PUC Schools will continue to align decision-making to public health guidance at the state and county level. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the school’s own monitoring of community conditions and needs based on the PUC Tiered Hybrid Model. The school will determine, based on their Multi-Tiered System of Supports, the essential support personnel [i.e. front office staff, leaders, teachers, campus aides, inclusion aides, counselors, etc.] that will be needed for in-person instruction/supports at the school site to support the diverse needs of our significant subgroups and other student groups determined by the school site. If/when this model is activated the school staff [teachers, staff, and administrators] will be trained and given personal protective equipment to support their roles and responsibilities at the school site in support of safety for all. The Tiered Hybrid Model, if activated this school year based on careful considerations related to public health, will allow us to remain responsible, responsive, and adaptable throughout the upcoming 176 days of the academic school year.

The school will use the same curriculum and resources in the hybrid model as outlined in the Distance Learning Program section to ensure continuity of learning.
To support both in-person and asynchronous learning, the schools learning management system (Schoology) will provide a cohesive learning platform that students will be able to use in both learning formats. Supports for asynchronous learning will include pre-recorded videos, independent learning tasks, and adaptive online learning platforms. The learning schedule will meet the required minutes outlined by CDE.

The following are the Health & Safety Protocols that will be followed to ensure a safe school environment:

In-Person Procedures for students and staff:

The safety procedures will consist of symptoms screening, health & safety classroom capacity numbers, classroom configurations that will support social distancing expectations (6ft apart, plexiglasses, hand sanitizers stations in each classroom). Procedures for in-person students ELPAC & SPED assessments/testing will be in place and observed. Classroom and school set-up will follow the required guidelines set out by the CDE, Los Angeles County Health Department, and CDC. This will include desk spaced 6ft apart, special filter installed into all air conditioner vents, directed pathways in hallways, signage throughout the school to hand sanitizer stations installed in all classrooms, plexiglass barriers where needed, face coverings, regular hygiene practices, and sanitizing throughout the school day and after school day is completed. Designated health services areas will also be used to support students with everyday health needs and those who have manifested suspect COVID-19 symptoms.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering the school will be screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with Los Angeles County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, or school response as needed.

The School Site Visitor Policy includes a focus on safe access control to the school campus, and awareness of all individuals who are present on campus at all times to ensure the safety and security of students, staff, and visitors. Virtual visits (Zoom meetings) are preferred. Visitors are not allowed in classrooms and/or hallway areas (Front Office and meeting office spaces only).

PUC Schools has protocols in place to limit campus access to only “essential visitors” to maximize the safety of all who enter a PUC School campus. For the safety of our families, students and staff, visitors must present photo identification, be in good health and undergo temperature and symptom screening when entering the campus, and must follow all safety guidelines and expectations at all times such as maintaining 6 feet of physical distance from others in all areas including the front office lobby, wear a face mask at all times and practice appropriate hand hygiene when entering/exiting the building as needed. PUC Schools front office staff member will provide a school issued face mask if one is forgotten.

A **Visitor** is anyone who is not currently enrolled as a PUC School student or a PUC Schools’ employee assigned to the specific school campus. This includes parents of students who are currently and previously enrolled, school alumni, service providers and other community members. **Authorized Personnel** is anyone who is a PUC Schools or PUC National employee or any other pre-screened individuals who are approved educational partners of PUC Schools or PUC National such as interns after school program members, support services providers and who are not assigned to the specific school campus. It is essential to understand that unregistered visitors can compromise the safety and health of the students, staff, school, and the visiting party. The school will review and check the sign-in binder on a daily basis to ensure guidelines are being followed.

For co-located and shared campuses, a single point of entry and exit is designated and supervised at all times. All PUC Schools will post a visitor sign at the designated entry point and ensure it remains visible at all times. The sign will include examples of good hygiene practices and the use of protective equipment. Each school site will have a set public health capacity number [different per site] after careful consideration of each school’s classrooms, office spaces, and
outdoor spaces in order to meet expected physical distancing guidelines bringing the school site capacity [staff and students only] not to exceed 50% per school day.

The school has been proactive in purchasing personal protective equipment (PPE) such as masks, face shields, no-touch thermometers, hand sanitizer, and gloves, along with cleaning supplies for enhanced disinfection of school sites and office buildings. We have also been proactive in researching adaptive PPE to be used in support of diverse learners such as our students with disabilities and support staff [as needed]. PPE is available for all of our schools and will be restocked as needed by each school site.

The school will continue to use Center for Disease Control (CDC) guidelines to disinfect and sanitize schools on a daily basis. High-frequency cleaning and sanitizing will occur each day at each school site. Our custodial staff and operations staff have been trained in accordance with Center for Disease Control (CDC) guidelines regarding the sanitation of facilities and the application of disinfectant to kill the Coronavirus.

The school has a plan and protocols in place for if and when a student or staff test positive for COVID-19, which will be immediately implemented as needed.

**Addressing learning loss, including using systematic cycle of assessments (initial screenings, formative and summative) to identify students and the instructional schedule model to assist with intervention and accelerate learning:**

PUC Community Charter Elementary School will follow the same prescribed assessment procedures for in-person learning. The school will administer a prescribed set of assessment metrics throughout the year, including the use of the normative NWEA Growth Test 3x/year (Grades TK-5), the I-Ready Diagnostic Test (Grades K-10 and for select English Learner and Special Needs populates in grades 11-12), and additional formative assessments provided by Illuminate DNA and the state-operated CAASPP Interim System. The NWEA Growth test is administered three times annually at the beginning, middle, and end of year. Additionally, students take the I-Ready diagnostic three times a year if they are tracking behind their national peers on the NWEA Growth test. These two assessments measure learning loss as a result of the missed instructional hours due to the Covid-19 pandemic between March and June of 2020. Both of these assessments also measure progress throughout the school year and provide actionable data to site leaders, teachers, inclusion specialists, and support staff, about the pace of learning, the capacity of our students, and the need for coaching and staff PD. The CAASPP Interim assessments are often deployed by teachers in math and English to augment the normative and diagnostic assessments already mentioned. Additional formative assessments in areas outside of Mathematics and English are provided by our fourth assessment tool Illuminate DNA. Teachers are able to generate formative tests “on-the-fly” and deploy them remotely. All four of our assessment tools can be administered remotely via remote proctoring and the tools we have put in place to assist teachers.

**Consider including details of afterschool program or programs that extend beyond school day:**

PUC Community Charter Elementary School does not currently have an extended day program.

---

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoology, Illuminate, NWEA and technology programs to support online instruction,</td>
<td>$107,680</td>
<td>Yes</td>
</tr>
<tr>
<td>$35</td>
<td>$58,348</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

Schedule and method for distance instruction: include full curriculum offering (core and non-core subjects/courses):

We will have school via distance learning for all students Monday-Friday in support of our expected instructional days and instructional minutes per day per grade span [elementary, middle, high]. The school will meet daily instructional minutes and engagement rates through a structured bell schedule/class schedule per student. The school will create a master schedule for all contents to be covered with designated teachers in support of all students. Comprehensive virtual inclusive supports will be provided [i.e. Special Education, English Language Learners, other significant subgroups] in support of multi-tiered intervention. There will be a common grade scale resulting in a letter grade for each student per grade level span [elementary, middle, and high]. The school site will create a schedule for student learning that follows the guidelines on instructional minutes provided by the California Department of Education. On Fridays all students will engage in distance learning as determined by their school schedule. This day will be our organization-wide professional development day for all teachers and staff in support of their ongoing training and development tied to instruction, safety, and wellness.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Instructional Playlist</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>Extracurricular</td>
<td>Extracurricular</td>
<td>Extracurricular</td>
<td>Instructional Playlist</td>
</tr>
</tbody>
</table>

Extracurricular

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Art</td>
<td>Science</td>
<td>PE</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>2</td>
<td>Art</td>
<td>Music</td>
<td>PE</td>
</tr>
<tr>
<td>3</td>
<td>Music</td>
<td>PE</td>
<td>Science</td>
</tr>
<tr>
<td>4</td>
<td>PE</td>
<td>Science</td>
<td>Art</td>
</tr>
</tbody>
</table>

California Department of Education, July 2020
Curriculum and resources:
Online Platforms Video at CCES
- ClassDojo Folder
- Schoology Folder
- Zoom Folder

Core Subjects:
- Social Studies
- Science
- Reading
- Writing
- Math
- Extracurricular
- Physical Education
- Art
- Music

Continuity:
We will have school via distance learning for all students Monday-Friday in support of our expected instructional days and instructional minutes per day per grade span [elementary, middle, high]. The school will meet daily instructional minutes and engagement rates through a structured bell schedule/class schedule per student. The school will create a master schedule for all contents to be covered with designated teachers in support of all students. Comprehensive virtual inclusive supports will be provided [i.e. Special Education, English Language Learners, other significant subgroups] in support of multi-tiered intervention. There will be a common grade scale resulting in a letter grade for each student per grade level span [elementary, middle, and high]. The school site will create a schedule for student learning that follows the guidelines on instructional minutes provided by the California Department of Education. On Fridays all students will engage in distance learning as determined by their school schedule. This day will be our organization-wide professional development day for all teachers and staff in support of their ongoing training and development tied to instruction, safety, and wellness.

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.]

The school initially assessed the needs of the families for accessing and using technology in the home for instruction by Distance Learning Survey given in the Spring to parents to determine technology needs at home. Of those responding, 24.1% did not have access to a desktop computer, laptop, Chromebook, or tablet.
Availability of connectivity was determined via initial survey. Of those responding, 7.28% 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.

Existing technology resources such as laptops were distributed to all students requesting technology support via a 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.

During the summer PUC Schools sent out an additional survey to all students, including new students coming into the PUC network to determine device and connectivity needs. Any additional students who needed device or connectivity or both were provided devices or hotspots as needed. The school has verified that 100% of students have a device and connectivity.

Students and families with unique circumstances will be supported on an individual basis based on their unique needs. Every effort will be made to ensure that access is provided to all students, including those with unique circumstances.

PUC Schools offers repairs and replacement services for devices as needed. PUC Schools has created a digital technical support process to support our families during this time of Distance Learning. To contact our Tech support team, please reach out using any of the methods below. PUC Family Technical support began August 10th and concludes when the campuses reopen. Support is available in English and Spanish.

- “Family Tech Support” hotline (#1-877-590-0388)
- Email: familytechsupport@pucschools.org regarding tech/connectivity issues.
- Parents and students can get web support through Web portal support at https://bit.ly/2ZMzf8m.
- School staff that need technical support can open an Incident IQ ticket.

In addition, PUC’s Communication Department and the PUC IT department have worked together to create a Technology Troubleshooting Guide for PUC Schools. This guide provides information that will be useful in dealing with technology issues that parents, students, and staff may encounter. The guide is also intended to help our community members understand the various issues that may cause systems, networks, and equipment not to work properly and help them toward resolving those issues. The guide is intended as a reference when working with students and parents during distance learning. The Technology Troubleshooting Guide for PUC Schools can be accessed using the following links.


**Spanish Version (Webpage):** https://bit.ly/3baBTbZ  
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.]

➔ How will the school track and monitor student progress through live contact & synchronous instructional minutes (be specific)?:

PUC Community Charter Elementary School will meet or exceed the State requirements for instructional minutes in a synchronous and asynchronous setting which includes:

State Requirements:
Transitional Kindergarten/Kindergarten - 180 minutes
Grades 1-3= 230 minutes
Grades 4-12= 240 minutes

The school will record, track and monitor student progress through daily attendance monitoring via Clever Analytics which tracks if and when a student logs in via Clever and what applications students are accessing during asynchronous learning. Specifically, teachers will take attendance for every period, every day of live instruction (synchronous) and asynchronous instruction through PowerSchool. The school will include daily live interaction as part of distance learning, however, if daily interaction is not feasible for a student or a group of students, an alternative plan for frequent live interaction will be developed pursuant to the requirements of EC section 4303 (b)(6). Daily participation will be verified through evidence in online activities, completion of regular assignments, completion of assignments, and contact between employees of the school and students or parents/guardians or by other means determined by PUC Schools. Verification can be done on a daily basis and on a weekly basis as long as a designated employee of the school makes a determination that the student participated. PUC National SIS Team will provide support by providing additional codes in PowerSchool unique to virtual learning and only used during the 2020-21 school year or as long as virtual learning takes place. In addition, school staff will receive guidance on how to move forward with the new codes and give scenarios/examples for each code as a reference.

How will participation and time value of student work be measured?:
Student participation and time value of student work will be assigned, created and measured by teachers. Teachers will use the school’s SIS provider, PowerSchool, to capture participation utilizing a scaled rubric of engagement (found below) where 5 indicates that a student was present and active during synchronous and asynchronous scheduled periods. And, where 0 indicates that a student was not present and did not participate in synchronous or asynchronous activities for the day. Teachers will monitor student participation and assignments on an ongoing basis to make changes to their Weekly Engagement Logs.
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.]

PUC-WIDE:

Building professional relationships and providing a space for professional learning is one of the key elements of our Learning Continuity Plan. PUC Schools’ distance learning professional development during the summer focused on three key areas during summer professional development and will continue to focus on these throughout the school year: 1. Weekly professional development for teachers with a focus on distance learning programming, 2. Building and nurturing staff relationships, 3. Ensuring teachers have input in determining focus of their overall professional development. Specifically, during the Summer Leader Institute, Site Leaders focused on blended learning. “Balance with Blended Learning by Catlin R. Tucker was the text used. In addition, Leveraging Distance Learning Plans to Support Blended Learning was another resource provided and discussed during the summer institute.

Through the support of PUC National DataTeam and the Information Technology Team, all principals, teachers, and Teacher Assistants are being trained on the new platforms such as Schoology. Other professional development includes social-emotional learning and support. PUC Schools’ Deputy Superintendent of Academics and School Leadership will continue instructional support to the school’s principal through instructional coaching and professional development as previously stated.

SCHOOL SPECIFIC PD: LEADERS ARE PROVIDING SCOPE & SEQUENCE.
The school will create a Professional Learning Plan for the year that incorporates ongoing opportunities for staff to collaborate, learn how to be successful in the current model, and have time to plan for desired student learning outcomes. The school will identify needed trainings and/or developments that teachers and staff would like to explore in the new model to further the school’s desired student, teacher, staff outcomes. The school will create multiple and ongoing opportunities to collect feedback from teachers and staff to support celebrations, reflection, and adjustments to the new model throughout the year.

Teachers and staff engage in ongoing professional development. Based on data collected from student performance data, classroom observations, student work samples, coaching sessions and collaborations, etc., the school leaders develop a Professional Development Scope and Sequence tailored to meet the needs of our school site and its stakeholders. The Professional Development Scope and Sequence encompasses outlines for our weekly Staff Meetings, semester Data Days, Community of Practice and Design Your Own Professional Development. The school leaders continue to collect data throughout the year to ensure they are supporting every teacher and the needs of every student are being met.

---

### Professional Development

#### Scope and Sequence

**SY 2020-2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Strand</th>
<th>Description</th>
<th>Important Date/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Staff Meeting</td>
<td><strong>Week #1 Instructional Reflections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing Positive Relationships in a Virtual World Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP Testing Training Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to School Night Planning</td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>Staff Meeting</td>
<td>Developing Positive Relationships in a Virtual World Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level Planning and Collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparing for Data Dive</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>School Site PD</td>
<td>Brene Brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Dive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level Group Collaboration</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>Staff Meeting</td>
<td>Developing Positive Relationships in a Virtual World Part 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level Planning and Collaboration</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Staff Meeting</td>
<td>Developing Positive Relationships in a Virtual World Part 4</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Staff Meeting</td>
<td>Supporting Students in a Virtual World Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level Planning and Collaboration</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Staff Meeting</td>
<td>Supporting Students in a Virtual World Part 2</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Staff Meeting</td>
<td>Supporting Students in a Virtual World Part 3</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Community Day</td>
<td>#WeCare #ColtsCare #SelfCare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>#WeCare #ColtsCare #SelfCare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>First Day of School: 8/17/20</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to School Night 9/3/20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP Testing: 8/31/20</td>
<td></td>
</tr>
</tbody>
</table>

California Department of Education, July 2020
Staff Roles and Responsibilities

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

When the Pandemic arrived we quickly pivoted to adjust our staff’s roles to meet our student needs. We developed professional development which guided our teachers and staff on how to remain compliant with all federal, state and organization guidelines. The training included proper behavior while online with students, safety precautions during COVID, training on various online software, etc.

We shifted to ensure everyone’s talents were utilized in support of our students. Our teachers were provided flexibility as they created innovative lessons to meet the standards. We provided them with supplemental software to enhance the learning experience. Special education aides and tutors were deployed to provide support to students with disabilities, students who were falling behind due to various reasons such as low engagement, poor bandwidth, etc. These team members were provided professional development and support by the administrative team, special education teachers and afterschool coordinators. Tutors’ hours were shifted to include support during the day. In addition, the role of providing onsite supervision was shifted to supporting students online. Campus aides were added to the student support team increasing the number of personnel assisting students.

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.]

PUC-WIDE:

➔ English learners:

During Distance Learning our EL students will continue receiving ELD instruction face to face via Schoology as indicated in their class schedule. They will receive additional assignments through iReady’s ELA component. These assignments are tailored to each student’s Lexile level. EL teachers will hold Small Group instruction utilizing “breakout rooms” with teacher assistants providing support in completing their assignments. Teachers will communicate with students through the Google classroom, Remind, Class Dojo, or Google Voice/text, emails. In addition, the Office staff will communicate with parents regarding needs and supports for distance learning. In addition, teachers engage in professional development and data analysis to groups students based on ELPAC proficiency and create lesson plans to target specific students needs based on ELPAC data, and student anecdotal data. Throughout the year, teachers will focus on student growth and reading levels and continue to strategically group students during Guided Reading in order to support and help meet student reading goals for our EL population.

➔ Students with exceptional needs served across the full continuum of placements (IEP, 504, etc.):

During the extent of physical school closures, each students’ special education and related services outlined in their IEP and supports outlined in the Section 504 Plan are being delivered in an alternative manner – through virtual provision of supports and services. All PUC Schools have a fully articulated continuum that has been adapted for the distance learning platform to address the diverse needs of learners. Any necessary changes or disruptions of designated supports or services will be addressed through the convening of the multidisciplinary IEP or 504 Plan Team meeting.

➔ Pupils in foster care:
Although PUC Community Charter Elementary School does not have a great number of Foster Youth, the school is committed to monitoring and providing support to those students. The school will monitor through the Family Success Team process and will provide additional family and clinical counseling support as needed.

➔ Pupils who are experiencing homelessness:

Students who are experiencing homelessness will be provided additional support from our Homeless Liaison through access of various school and community resources.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for staff to implement distance learning strategies student resources for distance learning</td>
<td>$87,365</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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 school will administer a prescribed set of assessment metrics throughout the year, including the use of the normative NWEA Growth Test (ELA and Math) 3x/year (Grades K-12), the I-Ready Diagnostic Test (ELA and Math and Grades K-10 and for select English Learner and Special Needs populations in grades 11-12), and additional formative assessments provided by Illuminate DNA and the state-operated CAASPP Interim System. The NWEA Growth (ELA and Math) test is administered three times annually at the beginning, middle, and end of year. Additionally, students take the I-Ready diagnostic three times a year if they are tracking behind their national peers on the NWEA Growth test. These two assessments measure learning loss as a result of the missed instructional hours due to the Covid-19 pandemic between March and June of 2020. Both of these assessments also measure progress throughout the school year and provide actionable data to site leaders, teachers, inclusion specialists, and support staff, about the pace of learning, the capacity of our students, and the need for coaching and staff PD. The CAASPP Interim assessments (ELA and Math) are often deployed by teachers in math and English to augment the normative and diagnostic assessments already mentioned. Additional formative assessments in areas outside of Mathematics and English are provided by our fourth assessment tool Illuminate DNA. Teachers are able to generate formative tests “on-the-fly” and deploy them remotely. All four of our assessment tools can be administered remotely via remote proctoring and the tools we have put in place to assist teachers.

### 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.]
PUC leadership understands that our school’s sudden switch from face-to-face instruction to online instruction in March of 2020 may have slowed student learning in some aspects. We are also cognizant that some student populations may have experienced a greater loss than others. PUC Schools will take steps to ensure distance learning opportunities are available and meaningful to ALL PUC students, including economically disadvantaged, foster youth, English Language Learners, homeless students, and students with special needs. Additionally, our younger students (Grades K-5) may be at greater risk of learning loss when learning at a distance compared to our middle and high school aged students. In supporting students who fall into one or more of these special categories (e.g. PUC has over 400 students who are both EL students and have IEPs), PUC has provided teachers with a wide variety of tools and methods of providing instruction and student support. To this end we have added a new Learning Management System called Schoology, added Microsoft Teams for additional communication and collaboration activities, and are actively providing training and support to teachers in how to use these tools effectively. In addition to new tools, teachers may use multiple methods of providing instruction to meet student needs such as one-on-one virtual sessions, small group online sessions, phone calls, and other methods.

PUC Community Charter Elementary School works diligently to ensure all students receive appropriate academic and behavioral support. To initiate the intervention process, grade-level and individual teacher practices are established at the beginning of the school year to collect behavioral and academic data about individual students on a daily and weekly basis.

At weekly staff meetings, teachers refer to their data to identify trends, determine which students may require additional academic supports, and to plan for next steps. The next steps may include one-on-one conferencing with the student, a “SWARM” where all teachers meet with the student to share their concerns and express belief in the student’s potential to improve, parent phone calls, teacher-student-family meetings, and Family Support Team (FST) meetings which include administration in goal setting and next steps with the student and their family.

Academic support systems are embedded throughout the school day and across content areas. Teachers analyze course grades as well as benchmark assessment data (through the MAP Assessment) and use the RTI model to identify tiers of students and appropriate interventions at each tier. Initial interventions begin in lesson planning to integrate strategies that will allow multiple access points to the curriculum and identify misconceptions to support all learners. These strategies include vocabulary supports, reading strategies, multiple learning modalities, teacher examples that include success criteria, think alouds, along with strategic partnering and differentiated group structures. Exit tickets are often used at the end of a lesson to gauge student understanding and misconceptions. Teachers use the exit ticket data to create further support for all learners in future lessons. The next tier of intervention includes teachers inviting select students to participate in after school intervention or tailored tutoring classes. Based on the academic data and needs of the identified subgroup of students, teachers reteach and preview skills needed to make progress toward mastering content standards. Pre and post assessment data is used to measure student growth and determine students’ continued participation in tutoring. As another support for all students, our extended day program offers a segment of time for homework club monitored by after school tutoring staff. During virtual learning, expanded learning staff offer students a “virtual” space to work on their homework and ask questions to clarify their understanding. When switching to “in-person” learning, the extended day program will offer the same support.

Using data to ensure every child is successful is essential. Data days are calendared around each benchmark assessment. After each round of benchmark analysis, teachers examine trends, analyze patterns of growth, and create actionable next steps to support all learners growth. Teachers work in grade-level teams to create a cohesive plan of support, making sure all students’ needs are met. Teachers also use the data to vertically articulate concepts and skills, ensuring appropriate levels of rigor and support at each grade level. Inclusion Specialists collaborate with classroom teachers to discuss areas of strength and areas of growth to support our students with special needs.

**English Learners:** Instruction for our English Learner population remains the same rigorous grade-level academic and ELD standards expected of all students and outlined in our 2018-19 PUC Schools English Learner Master Plan. All new students to PUC who are identified as “TBD” are given the Initial ELPAC test within the first 30 calendar days of their enrollment at PUC. Typically this includes new kindergarten students at both CCES and Milagro elementary
schools. Occasionally, however, this also includes students new to California at the middle and high schools who are also administered the Initial ELPAC. Based on their results, students are provided structured English Immersion lessons through designated and integrated ELD content. All EL students at PUC receive a comprehensive program of ELD instruction targeted at their proficiency levels (based on Initial and Annual Summative ELPAC, NWEA RIT Score lexiles, and I-Ready Diagnostic results.) Additionally, we will be administering the Summative ELPAC test in PERSON between the start of school and October 30th, 2020. Data from this special one-time only make-up session will be used to check for students who are ready to reclassify, or to adjust instructional resources and ELD course placements. Instruction will continue throughout the year using remote instruction via Schoology, telephone calls, online meetings, online small group instruction, and direct whole class online instruction.

**Special Education:** Students with disabilities (or students with Special Needs) are offered additional supports via their individual education plans or I.E.P.’s. The IEP is a “learning pathway” for each student identified as having additional support needs. PUC staff will work with each family and student to determine how best to serve their needs in a remote, virtual teaching and learning model, as it is often a unique and individual solution as to how best to meet the instruction needs and accommodation modalities of this population. Inclusion Specialists will work with general education teachers using the information about each student gleaned from both the NWEA and I-Ready assessment systems. Each Inclusion Specialist will have full access to the student data results of students in their caseloads. In addition, for students with disabilities who experienced learning loss related to the emergency closures during spring 2012, multiple procedures have been put into place. For in special education, ESY was offered through a fee-for-service agreement with LAUSD during the summer of 2020 and multidisciplinary amendment IEP Team meetings are being hosted at the beginning of the 20-21SY to determine/update appropriate individualized supports, services, and next steps to address learning loss and accelerate learning progress for students with IEPs. A similar process of reconvening a multidisciplinary 504 Plan team meeting is offered to students with 504 Plans.

**Homeless and Foster Youth:** The PUC Counseling and Mental Health Task Force exists to support homeless and foster youth. The Counseling team provides support, in cooperation with social workers, district resources, and community resources, to all students in need, especially those with the greatest needs for personal security, safety, nutrition, shelter, etc. The COVID-19 Pandemic has exacerbated some conditions related to student well-being and mental health. The PUC Clinical Counseling team offers several layers of support, including a basic level of Universal Supports that include family success meetings, new student groups, student success meetings, and summer bridge services. Additionally, the Counseling team offers universal screenings to determine the social emotional needs of students, and free breakfast and lunch meals are provided at each campus. For students currently in foster care and/or that have experienced homelessness, existing challenges related to housing have only worsened by the COVID-19 pandemic. PUC will ensure that all Foster Youth and McKinney-Vento students have equitable access to all school activities, whether they are conducted face-to-face in person or online. The PUC Clinical Counseling team will continue to provide students and their caregivers and families with information, access to resources, and multiple additional layers of support to promote students health, safety, and well-being.

**Other Student Populations:** Additional considerations are to be given to other student populations, in particular, our youngest PUC students, and their unique socio-emotional needs and learning modalities.

---

**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.]

PUC Schools will continue to use the School Success Plan (SSP) that reflects academic and cultural goals for the 2020-21 school year. The SSP will be used to determine overall effectiveness of services or supports. The school will measure learning loss by looking at whether students are meeting grade-level expectations or growth as established by the school site and indicated in the SSP. During Summer Institute, school leaders examine data trends specific to their school site. The results of this analysis is used to determine academic goals. The site leaders then take their analysis results to their school site where teachers take a deeper dive into their specific data at the student-level. This analysis is then used to finalize school and grade-level metrics used to determine
overall student progress and effectiveness of services or supports being provided. At the end of each Progress Report period the school will reflect on the most current data that includes both academic (ELA and Math) and school culture (teacher, student and parent) data. This review and reflection of data is part of the continuous improvement cycle. Once analysis has been done, the school will make adjustments to any of the goals and/or metrics within those goals. Adjustments will be reflected in the school professional development plan and within each teacher’s lesson planning cycle. The Deputy Superintendent of Academics has created a dashboard monitoring system that allows her to gauge progress of each school’s English Language, Math, and English Learner progress and college readiness. This will allow for the Deputy Superintendent of Academics to provide support to the school leadership with additional resources and professional development as needed.

The PUC Assessment Framework contains several different components of assessment, all of which build upon the expectations we share for how teachers should measure student progress. This includes a five “layer” approach that uses a unique combination of state, 3rd party assessment systems, and teacher created assessments to meet the needs of students and conform to the teacher expectations.

1. Mandatory State Testing - CAASPP, CAST, PFT, ELPAC, CAA (Summative)

These summative assessments provide data for the California dashboard, charter renewal, measuring student progress, and additional accountability purposes. Because of COVID-19, we were unable to administer the Summative ELPAC test for 19-20, the CAASPP Math and ELA tests for 19-20, the CAST Science test for 19-20, and the CAA test for 19-20.

PUC plans on administering the Summative ELPAC test TWICE this academic year, per guidance received by the CDE. A unique “Fall” summative testing window will allow PUC schools to administer the Summative ELPAC to English Learner students during a special window that will open August 18th, 2020 and extend through October 30th, 2020. Students who are administered the test will be given the PREVIOUS year’s summative ELPAC test and those results will be utilized as if the test had been administered during the 19-20 school year. Less clear is how to administer the Physical Fitness Test and the CAASPP and CAST Summative tests if we are still teaching “at a distance”.

2. NWEA Growth Benchmark assessments (Normative)

The NWEA Growth assessment is administered three times a year at the beginning, middle, and end of year to students in Grades K-12. The NWEA Growth Assessment measures both Mathematics and English Language Arts across a normed learning continuum and provides an indicator of how well a student is performing vis-à-vis their national peers. Data collected from the beginning of the year NWEA Growth test is also used to determine which students are a year or more behind their peer group and in need of additional diagnostic assessments and individualized instruction. The Growth assessment is computer adaptive and reveals how much learning growth occurs throughout the year and over multiple years. Each test is uniquely created for each student based on how he or she responds to questions. If a student responds correctly the next question will be a little more challenging, or, a little easier if the student responded incorrectly. Educators use the growth and achievement data from MAP to develop targeted instructional strategies, to plan school improvement, suggest additional diagnostic assessments, and to provide customized learning paths for students.

Additionally, the NWEA Growth test provides a Lexile reading score which is used for purposes of determining the progress of our English Learner students. Students who meet certain grade-level specific Lexile score thresholds are eligible to be evaluated for possible reclassification as English Proficient. The Lexile score data is combined with three other criteria (ELPAC score, CAASPP ELA Score, and most recent English course grade) to determine eligibility to reclassify.

Student MAP testing results are reported in RIT scores (short for Rasch UnIT). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to measure academic growth from year to year and throughout the year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn. The RIT Score is an “equal interval scale” which means that
the difference between scores is the same regardless of whether a student has a high or low score. All questions come from a huge bank of questions with each corresponding in difficulty to a particular RIT score. Because a question with a RIT level of 215 is more difficult, or represents a higher level of learning or skill level, than a question from a RIT level of 214, it is possible to measure growth over time. RIT scores range from about 140 to 300. Students typically start at the 140 to 190 level in the third grade and progress to the 240 to 300 level by high school. RIT scores make it possible to follow a student’s educational growth from year to year.

It is important to remember that the RIT scores are NOT targets or learning goals. They are mean scores. The mean score tells you the average score of most kids at a given point in time at a particular grade level. RIT scores from the NWEA Growth test are also not used to compare students across grade levels because the same RIT score at one grade level is not necessarily equivalent to the same RIT score at another grade level. In other words, if a 7th grade student earns a RIT score of 223 in mathematics and a 9th grade student earns the same RIT score of 223 in mathematics, they are at similar levels of mathematics understanding and ability. The 7th grade student in that example would be slightly above his/her peers at the time the test was taken, and the 9th grader would be slightly behind his/her peers. And both students would benefit from instruction geared towards their shared level of math understanding.

This chart displays the average RIT score percentiles for students in grades K-11 for Fall. A student in Kindergarten who receives a score of 140, for example, is performing near the median percentile for all students in that grade. Similarly, if a student in Kindergarten earns a score of 154 or higher on the Fall test
administration, they would be considered in the 84th or higher percentile among similarly aged kindergarten students who took the same test. Because the NWEA Growth test is administered annually to millions of students, PUC teachers get a strong indication of how well the student is performing vis-a-vis their national peers.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

3. The I-Ready Diagnostic and Instructional assessment (Diagnostic)

I-Ready is a K-12 integrated blended learning program for both reading and math that personalizes learning for all students. It combines online computer adaptive assessments and progress monitoring with personalized learning and intervention. This is supported by the teachers through coordinated classroom instruction via the Schoology Learning Management System.

The diagnostic tests are adaptive and provide individual performance levels for each student. In addition, and perhaps more importantly, it provides an individualized learning pathway for each student in both math and ELA. This pathway is used by the student for a 10-12 week “sprint” in which they work both independently on individual online learning modules based upon their personal learning goals, as well as work with instructors in organized, coordinated small group lessons to re-teach needed skills or introduce new concepts. Students typically spend 45-60 minutes a week on this independent practice in each subject, math and ELA. To make up for some potential learning loss, and to maximize learning during our distance learning instructional model, students may be asked to spend between 2 and 3 hours per week on the I-Ready learning modules. Additionally teachers may utilize the information from both the NWEA Growth and I-Ready diagnostic tests to plan whole class instruction, modify their pacing plans, or provide remedial instruction as necessary.

4. Additional Assessment Systems (Formative)

PUC has access to two additional resources for providing formative assessments, the CAASPP Interim tests in Math and English Language Arts, and the Illuminate assessment system which can be utilized across other subjects as well.

The CAASPP Interim assessments come in three types: Interim Comprehensive Assessments, Interim Assessment Blocks, and Focused Interim Assessment Blocks. They are grade level specific and cover grades 3-11. They range in scope from the comprehensive assessment which usually cover most if not all of the core standards in each subject and grade level and can actually be used as a benchmark, to smaller, more formative tests consisting of between 3 and 15 items each.

5. Individual Teacher Formative Assessments

In addition to the state mandated summative CAASPP tests, the NWEA benchmark tests, the I-Ready Diagnostic tests, teachers at PUC have access to the Illuminate DNA online test management system with it’s collection of nearly 60K grade-level specific questions. Teachers can pull these items (or create their own from scratch) to build any type of formative assessment they need.

IV. 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.]
Maslow’s Hierarchy of Needs and the mental health and well-being of all is a guiding principle as the school continues to serve their families and students. PUC Community Charter Elementary School understands that schools provide fundamental services to students and families beyond the academic program. Schools are fundamental to the social and emotional well-being of developing children and adolescents and are the stop gap for students who are homeless or in foster care. We are committed to clinical check-ins with all students to determine yearlong needs, providing ongoing services that are available for any student in need, and professional development for leaders around staff wellness, trauma informed practices, and mindfulness strategies. In addition, we are committed to providing PUC students with academic instruction that is both mindful of the current situation and will provide enough support to mitigate any learning loss due to the Pandemic and school closure. The school is providing three nutritional meals a day while in virtual or hybrid tier.

In support of creating a community of connectedness and relationships, the school will create a School Culture Plan that supports relationship building and connectedness with all stakeholders [students, teachers, staff, parents] in a virtual setting anchored around community connectedness. The school will consider and implement ways to keep core components of their school’s student culture uplifted throughout the year in support of student engagement, student voice, and student community connectedness [i.e. virtual clubs, virtual morning announcements, virtual grade level award ceremonies, virtual grade level meetings, virtual student leadership, virtual social media challenges, etc.] The school will provide social-emotional support to all students through its Mentorship program, Strategic Advisory, and Community Circle which will be incorporated within the learning schedule. The school will also use SEL Curriculum such Anxiety Stress Management(Mindfulness) to Coping Skills.

The school will consider and implement ways to keep core components of their teacher and staff culture uplifted throughout the year in support of teacher/staff engagement, teacher/staff voice, and teacher/staff community connectedness [i.e. virtual meetings, virtual relational activities, virtual teacher/staff celebrations, virtual social media challenges, virtual development, etc.]

The school will consider and implement ways to keep core components of their parent culture uplifted throughout the year in support of parent engagement, parent voice, and parent community connectedness [i.e. virtual parent meetings, virtual relational activities, virtual student/parent celebrations, virtual social media challenges, virtual parent development, etc.]

PUC Clinical Counseling Program is a comprehensive school based clinical program that provides FREE and confidential individual, family and group counseling. Counselors use a variety of different techniques including; art therapy, sand tray therapy, play therapy and music therapy. Our Goal is to reduce barriers to learning and improve the overall emotional and social development of PUC students.

There are many ways to refer a child to counseling; a parent can ask his/her child’s teacher to complete a referral form, ask the office staff at the school for a referral form or call the school and ask to speak to a counselor.

School employees will be able to attend a general staff support group every Monday. In addition, through the PUC Schools’ Benefits, employees have many resources which includes routine prevention care.

**Summer before starting a PUC School:**

During the summer, the PUC Clinical Counseling program provided Family Success Meetings (FSMs), Universal health screenings through FSMs. Summaries of FSMs were shared with school sites. Mental health stigma is addressed during the FSM meetings and are integrated into staff trainings. Confidentiality/Informed Consent was reviewed with all students and families working with counselors. The Counseling Program collaborated with all stakeholders on meeting the mental health needs of students. Parents were sent a survey over the summer regarding their mental health needs. Information and links were provided for families on our social media/website as well as in counseling sessions.
For students having a difficult time adjusting to a new school environment, The Counseling Program provided and will continue to provide New Student Groups. For students struggling academically, the counseling program provided Student Success Meetings. We facilitated Individual Check In sessions with all PUC students during the summer to assess how they are coping with the quarantine.

Counselors had Virtual Meet and Greet sessions with their school staff. During the summer, the PUC Clinical Counseling Program provided trainings on Trauma-Informed Care and Psychological First Aid and more to Schools. Our counselors were trained in Trauma Focused Cognitive Behavioral Therapy, Parent Child Interactional Therapy and Seeking Safety (working with at-risk youth). The PUC Clinical Counseling was and is available to provide specific professional development trainings to school staff and parents. The PUC Clinical Counseling Program also provided Staff Support Groups on Self-Care, Mindfulness, Creative Therapy, and Debriefing.

**Start of the School Year:**

Clinical supervisors collaborate monthly with school site leaders to review the mental health needs and services at their school sites. Monthly updates are sent out to communicate news on Mental Health Support Services. Counselor join summer bridge experiences with the students. During quarantine, the PUC Clinical Counseling provided online groups, webinars, Instagram live sessions, and workshops, etc. Telehealth is being delivered through Zoom, Google Meet and phone.

Teachers can recommend students for counseling services if they see that the student is having a hard time socially or academically. Part of our routine assessments of students includes facilitation of the Adverse Childhood Experiences (ACE) Questionnaire.

To support any students who express suicidal ideation, we have an established Suicide Prevention Plan. We train our staff on suicide prevention, child abuse and managing crisis, which includes sharing pertinent resources and referrals. We can do the same for schools. Specific resources and referrals are provided to leaders and staff on an as needed basis based on their situation. Resources and Referrals are provided to staff as well as families as needed.

**Throughout the School Year:**

The Clinical Counseling Program offers individual, family and group therapy. Counselors always work from a culturally responsive and trauma informed lens. We work with a variety of outside agencies to provide trainings for our staff: Our House, The Khan Institute for Self-Injury, The Bella Vita for Eating Disorders, Homeboy Industries, etc. The PUC Clinical Counseling Program gives families referrals and resources throughout the year based on their needs. Classroom presentations and class check-ins by counselors are available for all school sites. Therapy Groups are focused on specific topics, depending on needs. The Counseling Program also offers parenting groups, webinars and support groups. Students can be referred to counseling services at any time. To address absenteeism, the PUC Clinical Counseling Program is available to conduct check ins with students with chronic absenteeism.

**End of the year:**

Counselors review a number of termination activities. They also provide students and families with a list of community resources. If students are continuing counseling the following year, we prepare students through discussions and bridging sessions with their new counselor. The PUC Clinical Counseling Program is guided and is overseen by the Board of Behavioral Sciences and must operate with the appropriate scope and practice of the profession.

**Specifically during quarantine:**

Since the COVID 19 Quarantine, the Clinical Counseling Department has provided extra support services to the school in addition to our regular mental health support services. We have provided specific mental health support groups for Staff and Parents as it relates to COVID 19 (Mindfulness, Self-Care, Debriefing, Creative Arts Groups). We have provided social media posts and are creating a social-emotional focused on mental health topics as it relates to COVID 19, such as, 1. Setting a sleep schedule (since so many teens are going to bed late ad waking up late), 2. Anxiety and coping, 3. Self-caring, and 4. How to support my scholar's online learning / How to make the best of my online learning.
Finally, during the academic year, we will be starting group check in sessions to continue to assess mental health during quarantine.

V. Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

PUC Schools has a Multi-Tiered System of Support that is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. PUC Schools in its twenty year history of providing services to historically disadvantaged communities has developed and implemented many systems of support to guarantee access and quality engagement to its students and families. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students and those identified as gifted and talented. PUC’s MTSS allows school teams to stay responsive and adaptive through ongoing monitoring to search, assess, and serve the needs of all students as well as allowing an ongoing cycle of improvement for school wide systems. During Distance Learning PUC heightened its search for any obstacle that may impede a students ability to participate and engage fully in their learning experience.

At A Glance:

Staff will collect attendance daily based on online engagement, assignments completed, phone calls and tutoring sessions. Engagement will be tracked and monitored using Weekly Engagement Logs via PowerSchool. Our written Multi-Tiered Re-Engagement Plan will be followed to quickly provide outreach to students and families identified and not attending or engaging.

These are the steps that will be taken in the case a child is absent even for one day:

Step 1:
● School staff will make personal contact after day 1 of absence to let the student know he/she was missed and what they missed.

Step 2:
● School Staff will make personal contact after day 2 of absence to problem solve and identify any barriers.

Step 3:
● Letter #1 will be mailed home after the day 3 of absence. If communication has not been established a home visit or wellness check should be requested, if permissible. Safety for staff is considered paramount and precautions will be taken, if and when a school representative is sent to a student’s residence.

Step 4:
● Letter #2 will be mailed home and a SART or FST meeting will be scheduled for continued absences or for a second week of 60% absent.
● SART or FST will be required if absences continue.

Summer:
During the Summer break office teams and administration remained available and responsive to families through ongoing communication. Monitoring continued with frontline staff during the enrollment process and was supported by the school’s counseling team through virtual Family Success Meetings. Administrators and teachers received training during the school’s Summer professional development to promote sensitivity and responsive monitoring. Academic teams developed and planned for the implementation of systems that allow them to stay responsive to social, emotional, and academic needs of all students. Technology and internet hotspots were distributed to students following CDH safety guidelines. School teams called each family individually to conduct a needs assessment and share onboarding information. Traditional mail services, texts, emails, social media posts, online platforms and phone calls are consistently used as a means of communication with families in their preferred language.

Start of the Year:
Family and student orientations were held to support returning and new students and their families with start of year information and resources. Orientations were held in small group settings where parents and students had the opportunity to engage with staff to ask questions and access resources. Teachers through a home room model assessed students for any needs and made necessary recommendations.

During School Year:
School team will continue search, assess, and serve practices. Teachers will take attendance and record it on the school's SIS platform, PowerSchool, utilizing newly created attendance codes for Distance Learning. Teachers will also monitor students' engagement through the use of individual student Weekly Engagement Logs. Office Staff will collect attendance daily based on online participation, assignments completed, and/or contact with students or family. Engagement will be tracked and monitored using Weekly Engagement Logs via PowerSchool and will be printed and certified electronically by teachers. All Weekly Engagement Logs and certified attendance records will be archived for audit purposes. PUC Schools’ MTSS will be followed to quickly provide outreach to students and families identified for not attending or engaging in Distance Learning.

End of School Year:
An in depth data analysis of social/emotional, academic, and behavior growth will be conducted for each student through which progress and accomplishments will be celebrated. Areas identified for further development will be documented and established as goals for the upcoming school year or Summer bridge activities. Students on Growth Plans will be referred to and assisted in connecting with community resources where they can continue to receive support in their development areas. Returning students will be contacted during the Summer before school starts by school counselors to conduct a Student Success Meeting (SSM) where a reintegation plan will be drafted taking into consideration student needs and requests. The SSM reintegation plan will be shared with the school administration and new grade level team.

Key Elements of the Tiered Re-Engagement Plan:

Tier I Universal Supports:
- Create a Positive School Culture for all stakeholders
  - Professional Development for Staff
  - Engage Parents and Students in Co-creation and Shared Decision Making:
    ○ In individual classrooms
    ○ Grade levels
    ○ School Wide
- Ensure connectivity

California Department of Education, July 2020
Distribution and maintenance of electronic equipment
Distribution of Hotspots
Ongoing technical support

Thorough Orientation to Distance Learning
- Parents
  - Needs Assessment
- Students
  - Social Emotional Screening
  - Trauma Screening
  - Learning Loss Screening
- Community Relations
  - Partnerships and Resources
  - Available Family Resources

Ensure engaging instruction
- Allow for student choice and flexibility
- Community Centered
- Universal Design planning

Incentives for engagement and improvement
- Personalized
- Classroom
- Grade Level
- School Wide

Clear expectations and definition of success (PBIS)
- Communicated
- Taught
- Modeled
- Clearly Posted

Timely and supportive communication
- Internal
  - Involve all departments encompassing social/emotional, cultural, and academic needs
  - Document all supports and interventions on PowerSchool logs and share any school contracts, agreements and or plans via email to involved parties
- External
Use all methods of communication
Establish routine time of delivery
Language Preference

• Intervention Net
  ○ Search, assess, and serve
  ○ Academics
  ○ Social/Emotional
  ○ Behavioral

• Attendance and Engagement Monitoring
  ○ Clear Expectations
  ○ Measurable Outcomes
  ○ Timely Communication
  ○ All Stakeholder Approach
    ● Attendance Clerk
      • Personalized contact will be made to check in with student and family
        ○ Personal needs assessment
        ○ Technical needs assessment
        ○ Barriers to learning assessment
      • Letter #1 will be mailed home after the day 3 of absence.
      • If communication has not been established a home visit or wellness check should be requested.

• Data Driven Supports
  ○ Self Requested Supports
  ○ Initial and On-going Screening
  ○ Trauma/Emotional Needs
  ○ Academic and Social Needs
  ○ Behavioral Needs
  ○ Attendance and Engagement

Tier II: Increase Intensity of Supports and Maintain Tier I Supports

• Strengthen communication: wellness check and possible home visit (following CDH guidelines)
  ○ Letter #2 will be mailed home and a SART or FST meeting will be scheduled for continued absences or for a second week of 60% absences
  ○ Chronic absenteeism information will accompany letter

• Assign staff member or team for case management to partner with family to address barriers to attendance and engagement
● Request support from, PUC Schools Office of the Superintendent, Director of Student and Parent Engagement and Advocacy

● Schedule FST
  ○ Develop Growth Plan for Identified Needs
  ○ Progress Monitor
  ○ Celebrate Success and Exit or Modify Growth Plan

● Offer Counseling Services for Student and Family

● Develop Academic Intervention Schedule

● Provide Trainings to Support Team Members including Student and Parent
  ○ School based trainings
  ○ External trainings

**Tier III: Increased Individualized Supports and Maintain Tier I and II Supports**

● Schedule FST to establish a multi-disciplinary team to provide wraparound services
  ○ Tier II Case manager will work closely with PUC’s Director of Student and Parent Engagement and Advocacy

● SART will be required if absences continue
  ○ Letter #3 will be mailed home and a SART meeting will be scheduled for continued absences or for a third week of 60% absences
  ○ Chronic absenteeism information will accompany letter
  ○ Compulsory information will accompany letter

● Discipline Review Hearing can be scheduled for behavior related barriers to learning

**Special Education:**

Student engagement is essential for student success in a traditional in-person school setting, as well as during Distance Learning. MTSS reengagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

**Student Support and Outreach:**

The attendance recovery personnel will support the school’s MTSS to address the needs of students and families that are not meeting compulsory education requirements through attendance and engagement. Student engagement and attendance is necessary to address learning loss and close achievement gaps. PUC’s
Director of Student & Parent Engagement & Advocacy will be available to assist schools with pupil engagement and outreach. This may include conducting home visits following the school’s efforts to make contact, providing outreach and connecting the families to local resources for support and/or facilitating FST and SART meetings either virtually or with social distancing measures to identify and remove barriers to student engagement when students are not meeting compulsory education requirements. PUC’s Director of Student & Parent Engagement & Advocacy is bilingual in Spanish and English. Any necessary accommodations for other language preferences will be made honoring parents requests and language preference stated in enrollment documentation.

VI. 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.]

Food Service Models:

**Virtual Learning:** PUC Schools will continue to operate the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). PUC Schools will follow the policies and procedures as indicated below to ensure all compliance areas of the School Nutrition Program are met. PUC Schools has also partnered with a CACFP Sponsor – Our Little Helpers, Inc., to serve Supper meals to all students enrolled at PUC Schools and children age 18 or younger. PUC Schools will distribute Breakfast and Lunch meals to PUC students only. In addition, PUC Schools will provide SUPPER meals to all PUC students and community members, children 18 and under. Meals will be provided by our Supper Sponsor – Our Little Helpers, Inc. All meals will be distributed at the following PUC School sites:

- **PUC Education Complex (LVT)**
- **Sylmar Education Complex**
- **River District Campus**
- **PUC Nueva Esperanza Charter Academy**
- **PUC CALS MS and HS**
- **PUC Inspire Charter Academy**

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@pucschools.org). 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. All communication was sent in English and Spanish.

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 collaborates with community sponsor, Our Little Helpers, to provide supper meals through the Child and Adult Care Food Program, this allows 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.

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 services.
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. Drive and Walk through locations are identified on a School map.

A color card with the school name is provided to each family that pick-up meals for their students. This procedure ensures that schools are tracking participants back to the appropriate school. This provides accurate meal participation data which allows us to claim for meals per school site.

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.

Pre-packaged Meals or better known as “Grab n Go” meals 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. PUC Schools will continue to partner with Super Meals Sponsor – Our Little Helpers to serve Supper meals. Supper meals also contain FIVE components. Supper Meals will be available for community members and for students.

Options for On-Site Learning: The following are the options that will be available for on-site learning. Each school will choose the most appropriate option for on-site learning based on the most current health and operational data available.

**Breakfast Grab n Go Meals:** Food Staff will package meals into a paper bag for each student. Staff (campus aides/teachers/food staff) will distribute bags to students as they transition into their first period or if they are coming into a half day program.

**Breakfast in the Classroom (BIC):** Pre-packaged meals are placed into insulated bags and delivered to classrooms. 1 Breakfast meal service for each school. BIC service begins during the first 15 mins of class instruction. B4YM Servers will help with food delivery to each classroom.

**Outside Eating/Cafeteria Eating:** Staff will distribute Grab n Go meals from the inside of the kitchen area at: Sylmar Complex, LVT Complex, CALSMS/HS. A plan for schools without a kitchen will be developed.

**Getting Ready for Onsite Learning:** Supplies for Food Services will be confirmed once On-Site Learning begins. Create an inventory of all supplies for transitioning into a Food Service Model that best fits your school site. Operations Manager and Food Services will work together to identify equipment needs per school site. Insulated bags for BIC and for lunch items Sanitations wipes Hairnet and gloves Soap for washing stations, Clicker/Hand Counter for teacher.
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. PUC School Staff must complete online training before handling food.

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.

Coronavirus Precautions: To minimize the risk of the spread of the coronavirus, school staff are provided personal protective equipment such as hand sanitizer, gloves, and face masks. School staff also maintain appropriate social distancing measures to the greatest extent possible. wash hands with soap for 20 seconds on a regular basis, virtual-training was provided during the Summer 2020 Professional Development. 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. PUC School Lead at each PUC School will take staff temperature before the start of their work schedule. Any one with a temperature of 100 degrees or higher will be sent home.

Public Signage: All PUC Schools have posted signage within the school campus distribution areas to help inform the public of COViD-19 guidelines for staying safe and preventing the spread of the virus while visiting schools.

Service Times and Locations: Service times assigned to each PUC school is listed below. TENTATIVE SCHEDULE: Staggered Meal Services for sites that share a campus.

<table>
<thead>
<tr>
<th>School Site</th>
<th>Food Service Hours</th>
<th>Delivery Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCMS</td>
<td>9:30am to 10:30am</td>
<td></td>
</tr>
<tr>
<td>CCECHS</td>
<td>10:30am – 11:30am</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>LCA</td>
<td>11:30am – 12:30pm</td>
<td></td>
</tr>
<tr>
<td>LCHS</td>
<td>9:30am – 10:30am</td>
<td></td>
</tr>
<tr>
<td>TCA</td>
<td>10:30am – 11:30am</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>TCHS</td>
<td>11:30am – 12:30pm</td>
<td></td>
</tr>
<tr>
<td>CCE</td>
<td>9:30am – 10:30pm</td>
<td></td>
</tr>
<tr>
<td>NECA</td>
<td>9:30am to 12:30pm</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>Excel</td>
<td>8:30am to 11:30pm</td>
<td>7:00am - 7:30am</td>
</tr>
<tr>
<td>Milagro</td>
<td>8:30am to 11:30pm</td>
<td></td>
</tr>
<tr>
<td>eCALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PICA</td>
<td>9:30am to 12:30pm</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>CALMS</td>
<td>9:30am to 12:30pm</td>
<td></td>
</tr>
<tr>
<td>CALHS</td>
<td>9:30am to 12:30pm</td>
<td></td>
</tr>
</tbody>
</table>
### VII. Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Personal Protective Equipment and training for Nutrition staff, to help with a safe environment for students to learn</td>
<td>$15,239</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Pupil Engagement</td>
<td>Mental Health services for Social emotional support and family engagement professional development, family meetings</td>
<td>$28,395</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### VIII. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students (LISA/JERRY) DUE 9/7/20

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.98%</td>
<td>$733,556</td>
</tr>
</tbody>
</table>

#### 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.]

The following actions and services are principally directed toward and effective in meeting the needs of foster youth, English learners, and low-income students as shown by data, most from previous years. We considered the needs of these student groups as well as individual student needs when planning enhancements to our distance learning and when planning hybrid programs if we are partially able to return to school. A key feature of support is increased learning time, including English Language Development instruction and intervention instruction that students receive on top of what other students receive in the classroom.

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

- Review of survey results from stakeholder groups
- Review of one-on-one feedback from parents, staff, students, and community members
- Review of the CA School Dashboard student group report to identify which student groups need additional support
- Current local and state metrics with actions and services in place
- History of success with actions and service in school programs
- Refinement of school programs to improve services to students
- Validity of services based on best practices of effective schools and relevant research
With this analysis, PUC Schools has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

**Devices and Connectivity**

The provision of devices and connectivity access is being applied across the entire PUC Schools network, but is primarily intended to provide access for low-income students who may not have full access at home. PUC Schools purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through school-site staff with the support of the PUC Schools’ Director of Student & Parent Engagement & Advocacy to make contact with ‘unreachable students’ and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

**Schoolzilla and Illuminate**

We use Schoolzilla to analyze student performance data and monitor student performance. Our foster youth, English learners, low income students and their families will see immediate benefits in the fall when we use Schoolzilla to measure learning loss. We will compare scores in ELA and math from winter of last year with the assessments we administer at the beginning of the school year to measure learning loss, with ELA and math coming first because of the urgency of starting catch up instruction. We will upload the difference between the winter and fall scores in Aeries and Illuminate so we can identify students experiencing significant learning loss. The tools in Schoolzilla will allow us to create dashboards that show which students are most in need of extra support. Staff can click on performance levels on these dashboard and get a list of students in that performance group.

**SchoolMint and SWIFT K12**

Last spring, SchoolMint and SWIFTK12 were invaluable tools for communicating with stakeholders in a very uncertain time. We selected this system because of its ability to send messages via text, voice mail, and emails. Communication in English and Spanish are easily sent out. Parents of English Learners access are given the same information other parents receive. At PUC Schools the most common languages beyond English is Spanish.

**Teacher Leads for Academic Intervention and ELD**

We are expecting that foster youth, English learners, and low-income students are likely to have significant learning losses. Our Teacher Leads for Academic Intervention and ELD will provide on-site assistance to teachers as they develop lessons in ELA, math, and designated ELD to get our disadvantaged youth, English learners, homeless, and foster, who had been making great progress, moving again. Our English learners will thrive with their support, and we expect they will be able to accelerate progress. These Teacher Leads were chosen at each site because they have a very strong track record in this area, with data from previous years showing their students consistently show gap-closing growth. During the school closure, they continued to provide ELD support and instruction through Zoom instruction. We are very interested to see how learning losses in this group compare to learning losses for children not receiving their help. They are also a key resource for helping students most affected by the closure catch up.

**Clinical Counseling Team**

California Department of Education, July 2020
Page 35
The Director of Clinical Counseling oversees PUC Schools’ Clinical Counseling program. The Director provides oversight over a team of Clinical Supervisors who in turn supervise a group of Clinical Counselors. The Clinical Counselors are part of our tiered system for reaching out to support students who are not participating in distance learning, and we expect that foster youth, English learners, and low-income students may have the greatest barriers to participation.

Our Clinical Counselors know many of these students by name and need, and they are a friendly voice reaching out to get students on track, or to make a request for a laptop or other needed items and support. When we are at school, they plan inclusive recess activities that help students build friendships, and students talk to them when they are upset. Their empathy and positive outlook will translate well to a distance learning environment.

**Supplemental Materials - Brain Pop**

BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music. BrainPop is used in more than 20% of U.S. schools and also offers subscriptions for families and homeschoolers. BrainPop has some free content, including a movie of the day, several free movies from each topic area, educators’ materials, including lesson plans, and an extensive library of educational games called GameUp. The videos and other materials are designed to engage students and assist teachers; they are aligned to State education standards.

**Supplemental Materials - NEWSELA**

NewsELA is a web-based supplemental curriculum designed to address learning deficits and further advance student learning for those needing the extra challenge. Newsela content comes from the real world, about people and topics students relate to. Students read about things they’re excited about, they learn to love learning for life. NewsELA context is updated daily with engaging content. All Newsela content is connected to activities and reporting that hold teachers and instructional assistants accountable for implementation, students accountable for their work, and administrators accountable for ensuring only safe, vetted materials are getting into classrooms, Newsela content is provided at 5 reading levels, so the differentiation is built-in.

**Nutrition Services and Supplies**

This action was implemented during school closures and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Many PUC Schools’ students and families already faced food insecurity prior to COVID. The pandemic’s impact on employment and the resulting loss of income has made this an issue for many more PUC Schools’ community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department’s normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

**School & College Counselors & Credit Recovery Programming**

School and College Counseling plays a vital role in making sure that schools are implementing a robust and predictable academic counseling services that are intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs.
Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the school this year include Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual’s social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low-Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Nursing Services

Nursing Services provides resources to the PUC Schools’ community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, Nursing services plays a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Director of Student & Parent Engagement & Advocacy

The Director of Student & Parent Engagement & Advocacy provides supports to schools to assist with implementing a range of engagement opportunities including the School Site Council, English Learner Advisory Committee, Parent Advisory Council meetings and Parent College. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further
empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in school-level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Director of Student & Parent Engagement & Advocacy establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Director of Student & Parent Engagement & Advocacy has additionally partnered with the SIS Team at the PUC Home Office to engage students and families who have been ‘unreachable’ or are otherwise unengaged. This work has included outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide support.

Additional actions and services are being implemented:

- Establishing expectations for learning,
- Assisting parents with tips and tricks for educating their students at home,
- Family outreach and individual check-ins with our most vulnerable students,
- Family Success Team,
- Weekly collaboration meetings to identify students that need targeted support,
- Multi-tiered system of support,
- Tiered system of support for student engagement and attendance,
- Professional development instructional strategies to support our most vulnerable students,
- Weekly homework assistance

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

For the 2019-20 school year, the school’s estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 85%. Our district will receive approximately $1,616,478 in supplemental and concentration funding, $331,765 in CARES funding, and $83,005 in Covid Relief Funding in fiscal years 2019-20 and 2020-21 to provide improved or increased services for identified students. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. Increased and improved supports and services include:

The school proposes to spend the increased funding of $1,828,123 on Academic Intervention Services, Instructional Support Services, Student Support Services to serve English Learners, Foster Youth and Low Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups.

Additional supports are provided by increasing the adult to student ratio (teachers and instructional aides) in order to engage the students, provide additional intervention and prevention activities.

Professional development specific to meeting the needs of low-income, foster youth, and English learners with high iREADY /MAP scores and/or identified academic deficiencies is being provided.
After school intervention classes, facilitated by teachers with unduplicated student groups is given priority. Tutors will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

School supplies including literature and task boxes are being supplied to Low Income, and Foster students. English Learners will receive the same with the addition of language support material including English to Spanish Dictionaries.