

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The unprecedented COVID-19 pandemic has affected the entire PUC Milagro Charter School community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community.

Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted. 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.

Staff have also faced tremendous challenges. Many PUC Milagro Charter School staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles PUC Milagro Charter School 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 PUC Milagro Charter School community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, follow centuries of oppression. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and subsequent unrest have layered on additional trauma to our students, families and staff. PUC Milagro Charter Schools is committed to continue 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.

As the PUC Milagro Charter School has planned for 2020-2021 - in the physical and virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic.

To do this, PUC Milagro Charter 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 support.
- *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 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 BLOOMz, 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.

Providing these expectations to students and families represents one of PUC Milagro Charter School’s 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 technology, 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.

PUC Schools stakeholder engagement regarding distance learning and planning for 2020-21 began in May and have continued throughout the development of this plan. Efforts have included focus groups, surveys (available in English and Spanish, school-based Site Council and ELAC meetings, multiple individual interviews with representative for all stakeholder groups, board meeting public comment summaries, and solicitation of public comments on the draft. The gathered input was used by staff to inform ongoing planning and is reflected throughout this document.

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

How stakeholder engagement was promoted
Describe teleconference or telephone access

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.

SITE LEVEL:

Stakeholder engagement was promoted through our mass communication system, swift K-12. We sent out text messages and emails notifying parents of meetings. We also promoted on Social Media (instagram and facebook) as well as Bloomz, our internal school communication platform for parents only. We also mailed home flyers with our school calendar and information for parent meetings, technology and learning material pick up. We met with stakeholders on zoom. We provided both video conference and telephone access options. We also held individual interviews with focus groups which represented the different groups of students and families represented within the school. These interviews allowed for more indepth follow-up from information gathered from PUC stakeholder sessions.

[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.

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. Listed below in the next section are the key ideas that emerged across most or all of the stakeholder groups.

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

Indicate specific sections or actions that were influenced by stakeholder feedback

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.

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 tiered reengagement systems 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 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.

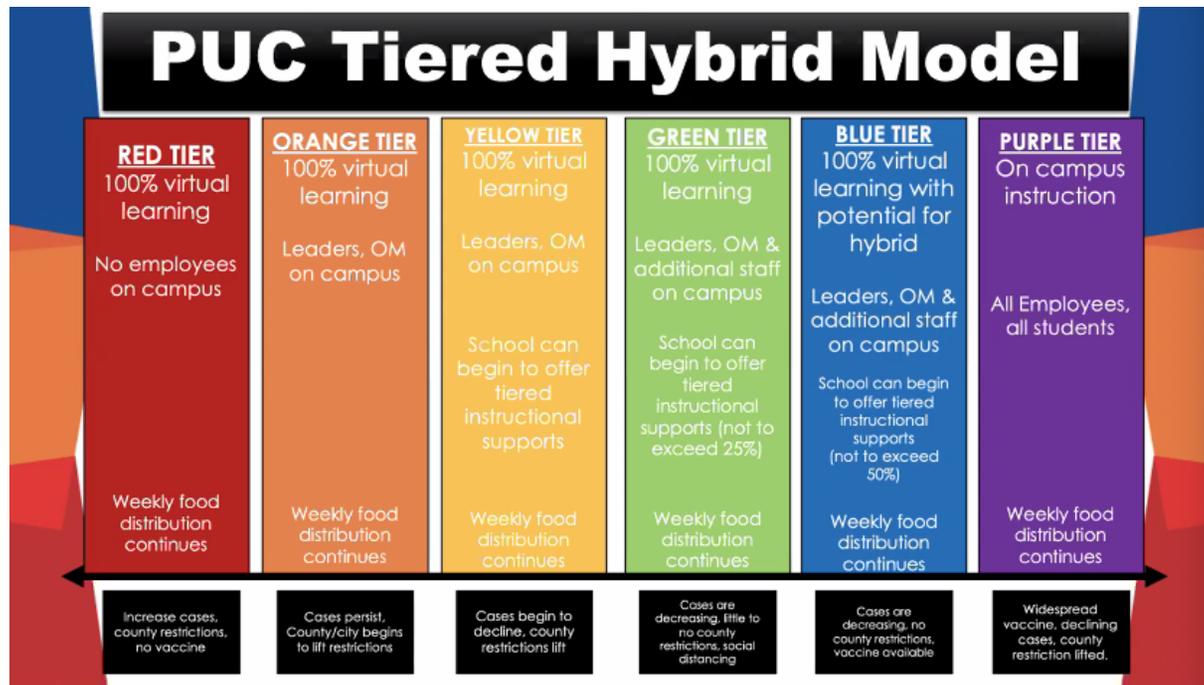
III. Continuity of Learning

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.]

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”



While current health conditions do not permit delivery of in-person instruction, the PUC Schools is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. PUC Schools will continue to align decision-making to public health guidance at the state and county level.

The information in this section is the PUC Milagro Charter School current plan. 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 district's own monitoring of community conditions and needs.

When it is deemed safe to offer in-person instruction, students and families will be provided a hybrid learning model. This model will support in-person instruction twice a week for students. Students will be divided into A and B groups, and 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.

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.

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 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.

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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 un-registered 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 re-stocked 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.

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

Description	Total Funds	Contributing
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 and student supplies and materials, Technology needs to help support students	\$145,450	Yes
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 re-stocked as needed by each school site.	\$74,890	Yes

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.]

Curriculum Scope and Sequence

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-5. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Learning (SEL) can be integrated into academic instruction
- Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

Learning Materials and Management

All students were provided at home learning kits that included notebooks, headphones, whiteboards, pencils, art supplies, and more. These types of kits will be distributed throughout distance learning to support both synchronous and asynchronous. Other learning resources such as online books, science and social studies learning resources, and adaptive learning programs have been provided to ensure all students have the needed learning materials to continue their academics at home. All learning assignments, discussions, and live instruction is managed and organized in the organizations learning

management system (Schoology). All stakeholders will have access to this learning management system and be able view assignments, schedules, and teacher/school announcements.

Home-school Communication

One of the PUC Milagros key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week) and updates as sent when needed. These expectations include weekly schedules for small group and whole for synchronous instruction and all assignments. Families are able to also view schedules, assignments, and communicate directly with their child’s teacher through the schools learning management system (Schoology). This communication is intended to help parents/guardians gain a deeper understanding of their student’s learning process and how to effectively collaborate in their education. This has always been a need and has increased urgency now, with parents/guardians and family members taking on a much more prominent role in the daily education of their students within the distance learning context.

Synchronous and Asynchronous Instruction

Distance learning includes a combination of synchronous and asynchronous learning. PUC Milagro acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The school’s planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. In addition to whole-class, synchronous lessons, English Language Development (ELD), students with IEPs, and additional differentiated supports will be provided synchronously and asynchronously.

Sample Daily Schedule

Students K-5th grade receive a minimum of 240 minutes of instruction and student support per day, which include both scheduled synchronous and asynchronous instruction.

8:15-8:50	Get Ready for Virtual Learning – breakfast and dressed Choice Board (art, yoga, dance, science, social studies, imagination workshop, passion projects, virtual fieldtrips....)
9:00-9:20	Whole Class Meeting (Daily Attendance, Community Building, Social Emotional Support, Daily Overview)
9:25-10:15	* Office Hours (student one-on-one, small group conferences and student/family support) * Student Independent Assigned Tasks (all subjects) * Indoor/Outdoor Play
10:30-11:45	Math Workshop *Small Group Instruction (teacher assigns students to their small groups and meeting times) *15 min break *Independent Assigned Math Tasks
11:45-12:45	Lunch
1:00-2:15	Language Arts Workshop *Small Group Instruction (teacher assigns students to their small groups and meeting times) *15 min break *Independent Assigned Language Art Tasks
2:15-2:45	* Choice Board (continued)

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.]op

During the spring school closures PUC Milagro distributed laptops to 3-5th grade and IPADs for K-2 grade. The school supported families in locating low cost internet services and creative solutions for accessing internet in their community. At the beginning of the 2020-2021 school year the organization was able to secure hotspots for families in needs and will continuously monitor this need to supply additional hotspots as needed.

PUC Schools Technology Department provides families direct support with technology issues. These supports include a hotline, email, and a web portal. Issue are addressed directly with the family and will include the school when needed (updates, exchange of device, repair of a device). Families are also supported by school staff to ensure accessing to learning is not imbedded by lack of technology know how via the student or parent.

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.]

Daily Attendance

Teachers take daily in attendance in all live sessions throughout the day. After the whole class daily meeting, teachers spend an email report to the office “Student Success Team” who reach out to families to determine why the student was missing and help to ensure the student engages in assigned small group learning later in the day, if they are able.

Student Work and Time on Assignments

Students are provided both weekly and daily assignments. These assignments are posted and accessible through the organization’s learning management system (Schoology). Teachers use this system to organize learning task, provide due dates, rubric criteria and feedback. The learning systems analytics provides teacher with information about when the assignment was submitted and how long the student spent on engaging on the task. Additional analytics for completion and time on task is also provide by online reading and math programs.

Formative Assessment

Teacher assign a variety of task to assess students both synchronously and asynchronously throughout the week. These include exit tickets, reflections, quizzes, and formative tasks to provide data on individual students learning and growth, and help the teacher plan for the following weeks instruction. Adaptive learning programs also provide formative assessments within their programs and detailed reports are available to teacher to analyze and utilize the data to support whole class and individual needs. Teachers will also select specific work tasks to become part of each students’ portfolio for end reflection and to promote the schools focus on revision to achieve personal best.

Summative Assessment

Students will engage in three benchmark assessments in reading and math during distance/hybrid learning using a state approved assessment system (iReady). This data will serve to set learning goals, provide additional intervention, and determine possible gaps grade level and schoolwide.

Fall: October 2020

Winter: February 2021

Spring: May 2021

Students will also engage in state-based assessment which include the ELPAC and CASSPP. The initial ELPAC test will take place once given clearance by the Los Angeles Public Health Department. Based on additional state training and information the ELPAC summative and CASSPP test systems will be developed.

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.]

Summer Professional Development (August 3-14)

Teachers receive both synchronous and asynchronous professional development and coaching in the following areas:

- *Blended/Hybrid Learning (online course, book study, and grade level coaching)
- *Online Learning Programs (online course and grade level coaching)
- *Learning Management System (Schoology) (online course, whole staff pd, and individualized coaching)
- *Curriculum Scope and Sequence/Daily Schedules (grade level coaching and grade level team planning)
- *Literacy and Learning Engagement (grade level synchronous pd with resident literacy specialist)

School Year Professional Development (continuous)

- *Weekly individual/grade level coaching
- *Whole Staff/Grade Level Cluster Friday PD (both synchronous and asynchronous learning)
- *Literacy Coaching with Resident Literacy Specialist (5 synchronous sessions and asynchronous video support)
- *Math Unit PD (asynchronous video learning and grade level coaching)
- *Assessment PD with iReady (TBD)
- *Grade Level Unit Development

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the school. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve if the school reopens for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within distance learning and hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Schoology), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences.

School Site Administrators

- * Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- * Support teachers, students, and families during the school day through phone calls, messaging, emails, and video conferencing
- * Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- * Support teachers, program specialists, and other instructional staff to implement and use school-based programs and communication systems
- * Provide coaching and facilitate virtual staff professional development and staff meeting.
- * Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in the learning management system

Special Education

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context.

- * Inclusion Specialist (Resource Specialist): Coordinate all IEP virtual meetings and required compliance documentation/reports related to the students IEPs. Continue to work with general education teacher to collaborate and adapt student work based on IEP. Support inclusion assistants in providing students individualized support within synchronous learning sessions and asynchronous assignments. When permitted by the Los Angeles County Public Health Department, the specialist will resume both initial and triannual assessments.
- * Inclusion Assistants: Each assistant is assigned one grade level and two teachers. Their role is to provide individualized and small group student support during the general education teachers synchronous lessons in "breakout rooms", office hours, and through direct feedback/assistance on asynchronous tasks. They are required to record anecdotal notes to support collaborative planning between the inclusion and general education.
- * Related Service Providers (DIS counseling, OT, Speech): Will provide synchronous and asynchronous support based on the students IEP goals. Services will be tracked in the organizations Special Education Management System (Welligent).
- * Administration: Monitor all compliance requirements and work with inclusion to plan and facilitate IEP meetings.

After School Program Staff

- * After School Coordinator: This position will now role into the Student Success Team to reach out to families who are need of support/intervention and they will work in conjunction with other members of the team (which include the attendance clerk, general classroom teacher, and administration)

*After School Tutors: These positions will now provide student support during teachers whole class and small group synchronous live instruction by working with small groups or assigned individual students in “break-out rooms” within the video conference system. They will also provide teacher with anecdotal notes to support teacher planning and support. Some staff will also assist with grab and go meal distribution once a week.

Food Manager

*Assist with Grab and Go meal distribution, maintain the cleanliness of food distribution site, and support any required policies and procedures related to food program

*Provide office assistance to support materials distribution and special projects

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.]

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards during both synchronous and asynchronous learning. For Integrated ELD, teacher plan all units using both ELD and Common Core standards and differentiate tasks based on students’ learning needs.

Students with Disabilities

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.

Homeless Youth Distance

Learning supports specific to Homeless Youth will include:

*Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.

*Communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services

*Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.

*Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

*Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth Distance

Learning supports specific to Foster Youth will include:

- *Case management to support all eligible foster youth
- * Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- *Referrals to community agencies for additional support/resources as needed.

Universal Design for Learning (UDL)

A targeted effort will be made to make grade-level content accessible for students with unique needs through the use of Universal Design for Learning (UDL) practices in the planning of all lessons/units. Overall, the UDL practices guides development of curriculum that is flexible and supportive of all students, while specifically addressing the needs of students with disabilities, English Learners, and other students with unique needs.

- *Providing students multiple means of engaging in content (Engagement)
- *Providing students multiple ways to access content (Representation) •
- *Providing students multiple ways to demonstrate their learning (Action and Expression)

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

Description	Total Funds	Contributing
All students were provided at home learning kits that included notebooks, headphones, whiteboards, pencils, art supplies, and more. These types of kits will be distributed throughout distance learning to support both synchronous and asynchronous.	\$119,658	Yes
PUC Milagro distributed laptops to 3-5 th grade and IPADs for K-2 grade. The school supported families in locating low cost internet services and creative solutions for accessing internet in their community. At the beginning of the 2020-2021 school year the organization was able to secure hotspots for families in needs and will continuously monitor this need to supply additional hotspots as needed.	\$20,251	Yes

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.]

PUC Milagro will measure learning status through the administration of benchmark summative assessments in ELA/math (iReady) and weekly formative/diagnostic assessments built into the curriculum and teachers weekly lesson plans. over the course of the 2020-21 school year. The summative benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, both the summative benchmarks and formative assessment will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Pupil Learning Loss Strategies

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students’ progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Afterschool tutors will also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing formative and summative benchmark assessments of student progress. Based upon the results of assessments for students (individual and schoolwide), teachers and administration will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
PUC Milagro will measure learning status through the administration of benchmark summative assessments in ela/math (iReady) and weekly formative/diagnostic assessments built into the curriculum and teachers weekly lesson plans	\$15,000	YES
This action contributes to meeting increased or improved services requirement by providing additional tutoring support after school hours to help with learning loss	\$75,389	YES

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 Milagro Charter 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.]

In addition, at PUC Milagro, we are referring students to counseling based on parent or student information that a student is struggling with trauma, depression, loss of a family member, shift in behavior, etc. Teachers are using resources from MindUP to create mindfulness activities, and teach students about their brain during advisory classes

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 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 and 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.

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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. PUC Milagro does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.

The PUC Schools Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. PUC Schools has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures PUC Milagro identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the school’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or turning in a completed assignment. Moving forward, student engagement will be defined as having three components:

*Behavioral engagement (Physical Actions): The physical actions a student uses to interact with the learning material such as attending, writing, reading, practicing, or watching.

*Cognitive Engagement (Cognitive Processing): Reflects the extent to which a student is thinking strategically, questioning, creating, and revising to learn new information, grow and understand the world around them.

*Emotional Engagement (Internal Motivation and Emotional Response): Reflects a student’s agency and resilience to take on new challenges and solve problems with independence. Along with their empathy and emotional connectedness toward others, the world around them, and themselves.

Monitoring Engagement

The three components of engagement will be monitored and assessed through multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility of students, teachers, support staff, and administrators.

The following represent measures that will be used:

- *teacher/support staffs' daily interactions with students in whole class meetings, small groups, and one-on-one conferences
- *analysis of student work
- *student use and application of teacher feedback
- *class discussions
- *weekly/daily formative assessments
- *surveys
- *daily attendance in all live sessions
- *learning management and online learning tools analytics (task completion, time on task, success of assigned formative assessments).

The core expectations for each stakeholder group for participation are:

- *Students and families: Attend/engage daily with their teacher and report absences to the school office or teacher.
- *Teachers: Document attendance and participation every school day.
- *Attendance/Student Success Support Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- *Administrators: Ensure that attendance/participation is being documented as required, work with teachers and families, and provide tiered interventions when necessary

Outreach

Throughout the spring school closures, teachers, support staff, and administrators made daily/weekly efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. Staff's outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student.

Communication was provided in Spring and will continue in the same manner (of course taking in stakeholders feedback and lessons learned) through multiple means in both Spanish and English to ensure all vital and important information was accessible and received by all families. The school uses multiple communication platforms which include an online family communication system that translates all information into families home language and allows direct messaging between staff and parents (BLOOMz), a phone/text system that provide families verbal/short written reminders and alerts (Swift k-12), a student management system that allows for text and email forms and surveys (Schoolmint), and our new learning management system that will inform students and families of all assigned learning and related information (Schoology). Personal phone calls, texts, emails, and regular mail are also used to connect with families and ensure that they and students stay continuously engaged and participating.

Tiered Reengagement

Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:

Tier 1: Students attending school regularly (%TBD)

*Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately (%TBD)

*Phone calls home and direct messaging,

*training with technology

*teacher/family conference

Tier 3: Students who attend 40% of the time or less

*Family Success Meeting with family, administration, and teacher to develop to uncover the issues and develop a “re-engagement/participation plan”

*daily monitoring of student’s active participation by teacher and Student Success Team until improvement/goals met

Tier 4: Unreachable students: No contact or engagement

*Home visits

*Referral to outside agencies

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 Goal 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. Anyone 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.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Pupil and family engagement costs, such as platforms and family meetings, staff to support family meetings and trainings	\$25,387	Yes

Examples: Mental Health, Pupil Engagement, or School Nutrition	Mental health services include, the partial cost of student meetings School Nutrition PPE Equipment	\$45,678	Yes
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VIII. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students		
33.14%	\$	758,457	

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

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 district '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 \$1,516,914 in supplemental and concentration funding, \$331,923 of CARES funding, and

\$97,545 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 district proposes to spend the increased funding of \$1,946,382 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.