

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
PUENTE Charter School	Jerome Greening; Executive Director	jerome@puente.org 323-780-0076	June 24, 2020

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

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

Response to School Closure:

Upon the transition to distance learning on March 16, 2020 due to the COVID-19 health and safety matter, PUENTE Charter School offered synchronous distance learning core subject instruction daily, Monday through Friday, for 90 minutes via Zoom. The instructor and paraprofessional facilitated the instruction together per class, per grade level focusing on English Language Arts, English Language Development, Mathematics and Social Studies. Additional 30 minute instructional blocks were offered weekly for small groups for English Language Development support and advanced learning support, facilitated by the instructor and paraprofessional. Tier 3 RTI was offered at scheduled times (outside of the schedule distance learning class time) in 1:1 settings for 30 minutes per session, conducted weekly

Special education services continued in compliance with students’ IEPs with 1:1 distance learning sessions and IEP meetings

Tuesday and Thursday afternoons our arts collaboration with Theatre of Hearts/Youth First offered distance learning arts-based instruction for 30 minutes in dance and storytelling

Monday, Wednesday and Friday afternoons our collaboration with after school service provider, Think Together, offered 90 minutes of “Think-Led Engagement” After School Enrichment instruction for the students. (ASES grant)

Wednesday and Friday afternoons the PUENTE instructional team engaged in virtual school-wide professional development, including wellness check-ins

School-wide community events including Read Alouds and Recognition Ceremonies continued via the virtual platform

Laptops were distributed to families who needed the device, and the LAUSD Grab-and-Go Centers were messaged to families via our website and through text messages

PUENTE continued with stakeholder involvement commitments including, Coffee with the Principal & Deans, Charter Advisory Committee Meetings, ELAC Committee Meetings & Board Meetings, conducted virtually

Major Impact:

Daily student attendance averaged 87%

Parents provided support by adhering to the distance learning schedule. Some were challenged by new routines that needed to be established in their homes with their children

Given the non-site based instruction due to COVID-19, the instructional team was not able to administer the formal assessments, including the ELPAC and the NWEA MAP to gauge student progress from the beginning and middle of the year, when these initial assessments were conducted, to the end of year. The PUENTE Charter School instructors completed informal assessments including Running Records and benchmark and performance task assessments. We will need to administer the formal assessments upon the return to school and provide the supports to address any learning gaps and losses during this time period

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

PUENTE Charter School provided laptops for English learners, foster youth and low-income students to support the distance learning classroom access. Parents received communications regarding free Wi-Fi access from Los Angeles-based providers. Teachers and paraprofessionals provided Designated and Integrated English Language Development and the monitoring of academic progress for our ELs. Our EL, foster youth and low-income students received additional support through 1:1 and small group teacher-led sessions and virtual parent/teacher meetings to assist with strategies and supports for learning at home

Our students had additional academic support from our after school provider Think Together with daily distance learning after school instruction and activities. Also, our collaboration with Theatre of Hearts/Youth First provided an arts-based instructional component for students' academic and personal development

Our English Language Advisory Committee continued with their meetings in support of our service and support of our EL students

Families received resource support referrals to the local Grab-and-Go food distribution centers to ensure food security. In addition our low-income families qualified for additional state monetary support for food purchasing during the school closure period

Virtual field trips were facilitated by our teachers and brought our English Learners, foster youth and low-income students to cultural and education locations in Los Angeles

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

In planning for a continued distance learning design, PUENTE has been offering professional development opportunities to our instructional team to continue strengthening capacity for high-quality distance learning. Our Dean of Curriculum and Instruction ensured topics included crafting effective assignments, differentiation, working with the parents as collaborators, and technology use tutorials. We have also been offering check-ins with our instructional team members to offer support with their own adjustment and wellness through this shift in instruction. In addition, we have added to our instructional resources to better meet the needs of all students and to keep high engagement for our elementary school students. These additional literacy-building resources include SeeSaw, RazKids, and Epic!

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

PUENTE Charter School began to message the availability of the LAUSD Grab-and-Go meal distribution centers immediately upon the transition to distance learning. Students and families were made aware of this service using the following methods: text and phone messaging system, flyers, school website, and other social media platforms. All messaging was provided in both English and Spanish. LAUSD ensured the Centers followed the guidelines provided by the CDC and CDE. The goal was to help families cope, as many parents and guardians lost jobs or had hours cut back. A plan to deliver non-congregate meals to promote social distancing was developed by LAUSD for both breakfast and lunch

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

Although PUENTE Charter School did not have to arrange for supervision of students during ordinary school hours, teachers included “wellness-checks” during their distance learning time with students. Attendance was taken daily, and administrators provided immediate follow-up on students who were not in attendance. Had concerns regarding supervision during ordinary school hours surfaced, PUENTE staff was willing and ready to have stakeholder meetings to develop a practicable plan that would include available local resources/agencies for families. Also, if requested, PUENTE can provide families with a list of known programs that remain open for services