

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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General Information

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

Prior to Governor Gavin Newsom declared a State of Emergency on March 4, 2020 to help the state prepare for broader spread of COVID-19, PUENTE Charter School had established an Instructional Team and an Operations and Communications Team to prepare for the possible transition to distance learning. Planning included developing a needs assessment by administering a survey to families; preparing for our distance learning services, ensuring professional development support for our entire staff for the pivot to distance learning, identifying the most effective learning platforms for our instruction, and developing a school closure checklist. On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools in response to the COVID-19 pandemic. On Friday, March 13th PUENTE students were sent home with the clear guidance on resuming class on Monday, March 16 on virtual platforms, operating five days a week with a combination of synchronous and asynchronous daily instruction, Monday through Friday. Communication from our Principal in English and Spanish was sent to each family and posted on our website concerning the continued school services during the temporary school building closure. Updates to our website included details about our school's closure, parent/student access to resources, and additional resources for food security and technology connectivity. Monday, March 16th, our instructional team members began instruction utilizing the virtual platforms of YouTube and Zoom and we scheduled check-in sessions with each family and communications via our Infinite Campus communications system. We immediately ensured our service to our special education students continued with their regular service minutes as per their IEPs. We continued with our arts programming, via Zoom classes for dance and story-telling in collaboration with Theater of Hearts/Youth First and we scheduled our after school programming in collaboration with Think Together. Our Principal and Dean supported instruction with ensuring device availability for each family and support for teacher effectiveness in the virtual landscape. We also offered small group instruction and one-on-one support for continued Response to Intervention. School community engagement events including Student Recognition ceremonies, Story time with the Principal, English Learner Advisory Committee, Advisory Committee, Coffee with the Principal & Deans, Governing Board Meetings and end-of-year celebrations all continued via Zoom sessions.

Teachers engaged in professional development sessions facilitate by our Principal and Dean. PUENTE Charter School leadership also received training on how to best support teachers with setting up and planning for virtual learning, so that all classrooms would have a strong foundation. On April 1st, Governor Newsom announced that all public schools would remain closed for the remainder of the academic year, in response to the escalating coronavirus pandemic. For our parents, the school closure in combination with the Governor's stay-at-home orders resulted in stressors, both mentally and financially. Our goal was to ensure a consistent school routine and assure families that our school services would remain available and accessible in a high-quality manner. Families expressed gratitude for the transition to distance learning, the ongoing communication between school staff and families and the ongoing updates of much needed resources, and the availability of free daily meals. PUENTE Charter has been attending the remote webinars and trainings led by the California Department of Education; California Department Public Health, Los Angeles County Health Department, and the Los Angeles Unified School District, our authorizer. The PUENTE Charter School 2020-21 school year started on August 18, 2020 with 100% of students remaining in Distance Learning.

Stakeholder Engagement

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

Throughout the 2019-20 school year, PUENTE Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement. PUENTE Charter School was highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, was ongoing and impactful. Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls, emails and surveys. As highlighted above, our engagement with our community of students, families, internal and external stakeholders was an essential component in the design and development of the school's Learning Continuity and Attendance Plan and our Distance Learning plan for the 2020-21 school year. Our scheduled English Learner Advisory Committee meetings, in support of our EL Master Plan, our Advisory Committee meetings, Coffee with the Principal & Deans, and Governing Board meetings all continued via Zoom sessions. Our weekly family newsletters and other communication modes continue, including text messages, emails, phone calls and website notices are all a priority for our Dean of Engagement, our Principal and CEO to ensure our stakeholder engagement remains high.

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

PUENTE Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. - Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public. Our Governing Board meeting agenda is posted to the school's website at least 72 hours prior to the meeting. Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone.

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

PUENTE Charter School families shared that they would like their teachers and paraprofessionals to provide synchronous instructional blocks during distance learning, similar to site-based operations. In addition, our parents expressed a desire for small group instruction in support of gifted students, English Learners, Response to Intervention and one-on-one support for special education services. The additional school services of the arts component and after school service was emphasized by parents also. Our School Lunch program also remained a priority for families to remain food secure. Students communicated they enjoy interacting with their peers and the targeted small group synchronous instruction. Teachers have expressed deep appreciation for the professional development on effective strategies for use during Zoom meetings that will engage students; and like the combination of schoolwide and grade level PDs and planning.

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

Each of these components and feedback shared by parents, students and staff influenced the development of PUENTE Charter School’s Learning Continuity and Attendance Plan. Our 2020-21 Distance Learning Plan includes an increase in synchronous “live” instruction, small group instruction, special education services, an arts, component, after school services and opportunities for student interaction. Our IT Administrator remains accessible to parents and students to resolve any and all access challenges for our Learning Platform and all relevant online apps that our teachers and students are using. Our PUENTE Grab and Go meals (breakfast and lunch) will be available at the school site as requested by families. PUENTE will continue to provide a comprehensive and robust professional development plan for teachers and staff to support students with distance learning, accelerate student learning and support the social-emotional and academic needs of our students.

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.]

PUENTE Charter School is located in the County of Los Angeles, which currently is on the State’s County Monitoring List due to COVID-19 case rate that exceeds 100 per 100,000 residents. PUENTE is following the Los Angeles County Public Health Department and Los Angeles Unified School District’s guidelines on providing in-person instruction. Therefore, PUENTE started the 2020-21 school year on August 18th with a 100% Distance Learning (Virtual) Model. PUENTE has designed a 3-phase approach for transitioning from a Distance Learning Model (Phase 1) to a hybrid Model (Phase 2) to a fully 100% in-person Model (full return to site-based operations). During Phase 2 students will attend in-person instruction 2 days a week in cohorts; and 3 days in distance learning. Instruction will be provided in small cohorts that will also include intervention during in-person instruction for students identified as Tier 2. Options for Higher Risk Individuals:

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing Social distancing is an effective way to prevent potential infection. PUENTE employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site. Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.

- Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is PUENTE's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas. Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings will be worn during classroom activities. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day.

Lunch Area Protocols: Students may receive a "grab and go" breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

Restrooms: Restrooms will be cleaned and disinfected periodically throughout the day. In order to maintain social distancing, certain sinks, urinals, and bathroom stalls will be masked off and unavailable for use. Each restroom will have signage indicating the maximum persons allowed at any one time.

School Hallways: Social distancing must be maintained, including while using the hallways, which will be designated as one-way. Floor signage will indicate the path of travel. Playgrounds: Students will not be able to use the playground equipment until such time as it is deemed to be safe by the state, county and city health departments.

Identifying Small Groups & Keeping them Together (Cohorts); Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups, if possible. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, will enable teachers, paraprofessionals, counselors and support staff to provide more targeted and individualized academic, social-emotional and mental health support.

PUENTE Charter School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes:

- NWEA MAP Assessments: Math & Reading – 3 times/year
 - Raz Kids Running Records for grades K-3 (guided reading levels) – 3 times/year
 - Formative - Assignments to continue to develop English learner language skills, teachers will provide daily integrated and designated English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level.
- PUENTE Charter School will address the social-emotional well-being of students and ensure student learning and competency develops. Our school has established an engagement outreach system to ensure students participate in daily synchronous and asynchronous instruction and assignments are completed on time to maximize student learning and connectedness. For those students who are disengaged and/or absent, we will work with the family to understand the challenges and work

holistically to reconnect the student to their class. PUENTE continues to implement Positive Behavioral Interventions and Supports (PBIS), specifically utilizing Behavior Flip and Calm Classroom.

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

Description	Total Funds	Contributing
Principal & Teachers to provide instruction for all students: in-person/distance learning platform. PUENTE’s daily instructional minutes far exceed the state’s SB98 requirements of 180 minutes for TK/K; and 230 minutes for Gr. 1-3. PUENTE will also offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive “Beginning of Academic Year” professional development (prior to the start of the 2020-21 school year); weekly professional development during the academic year on Friday afternoon to ensure all teachers focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.	\$ 800,000	N
Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$ 85,000	Y

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.]

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher. PUENTE Charter School’s Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology. Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments. Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student’s customized Google Classroom. Students will engage in daily synchronous instruction and asynchronous learning, Monday through Thursday, 8:05 am – 2:30 pm and Friday, 8:05 am – 12:45 pm. In addition our After School enrichment program will operate Monday through Friday from 3 pm – 4:30 pm. PUENTE has embedded small group instruction that takes place every day with subgroups for targeted instruction and all teachers will hold office hours to provide additional small group or one-on-one academic support. PUENTE paraprofessionals will provide push-in academic support during the instructional day and after-school. The following charts reflect the distance learning daily and weekly schedule:



Distance-Learning Schedule 2020

Monday – Thursday
Early Dismissal Friday

8:05 am – 2:30 pm
8:05 am – 12:45 pm (ends after PBL)

**Times highlighted in yellow are for every student to log in to Zoom.*

7:00 – 7:30 am	Tuesdays/Thursdays Breakfast & Lunch <i>Distribution at PUEENTE</i> 
7:30 – 7:45 am	Time to Eat Breakfast!
7:45 – 8:05 am	<ul style="list-style-type: none"> ○ Prepare Your Home Learning Environment ○ Are you in a quiet place? Do you have your school supplies ready? ○ Is your laptop ready? Did you remember to recharge it? ○ Do you have your zoom link ready?
8:05 – 9:20 am	 ZOOM Whole Group Live Instruction – English Language Arts <ul style="list-style-type: none"> ○ Welcome /Attendance ○ Calm Classroom ○ Writing Workshop (Integrated ELD) ○ Reading (Integrated ELD)
9:20 – 9:40 am	 Independent Reading <ul style="list-style-type: none"> ○ Read books on Raz-Kids or EPIC! ○ Read books that you have at home
9:40 – 10:00 am	Recess/Break Time <ul style="list-style-type: none"> ○ Time to take a break! Drink water, use restroom, stretch your legs, play ○ We'll see you in 20 minutes back on Zoom
10:00 – 11:00 am	 ZOOM Whole Group Live Instruction – Math
11:00 am – 12:00 pm	Lunch and Playtime at Home! We'll see you at 12:00 pm on Zoom
12:00 – 12:45 pm	 ZOOM Whole Group Live Instruction – Project Based Learning <ul style="list-style-type: none"> ○ Science ○ Social Studies ○ Social Emotional Learning ○ Arts
12:45 – 1:45 pm	ZOOM Small Group Live Instruction- English Language Development (BY APPOINTMENT)
1:45 – 2:30 pm	ZOOM Small Group Live Instruction (BY APPOINTMENT) <ul style="list-style-type: none"> ○ Scheduled RTI Groups ○ Gifted Students ○ SPED Teachers to work with Students 1-1
3:00 – 4:30 pm	 Think Together After School Program (OPTIONAL) Monday -Thursday 3:00 – 4:30 pm <i>*Friday Early Dismissal</i> 1:00 – 2:30 pm

Distance Learning: English Learners

PUENTE Charter School teachers will provide both designated and integrated ELD instruction for English Learners. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of the in-person instruction.

Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular PUENTE’s practice to support English Learners in engaging in and comprehending complex texts. Additionally, teachers will ensure there are structures for student collaboration embedded into synchronous class sessions. Teachers will design activities that allow students to engage with each other in pairs or small groups. Platforms have been chosen that allow students to discuss and comment on each other’s work both synchronously and asynchronously.

Designated ELD - Teachers will provide academic language instruction to English Learners through Designated ELD that will take place three days per week; and ELs will also have dedicated small group time two days/week to ensure continued language development and mastery of grade-level content. Teachers will use this time to have 1:1 conversations with students in support of language development and the comprehension of key vocabulary/concepts related to learning targets for the week. Additionally, teachers will use visuals and videos during this time to deepen students’ learning and support them with academic language and comprehension of key concepts. Because distance learning presents a unique set of challenges for English Learners, this designated ELD time each week will also be used to respond to students’ specific needs in tackling asynchronous distance learning tasks.

Distance Learning: Special Education

All students with special needs will receive the services outlined in their IEP to the greatest extent possible during distance learning. The overarching principle of the PUENTE’s Special Education is ensuring equal access for students with disabilities to the same learning experiences and opportunities as their general education peers. In a typical school day, our resource teams accomplish this using push-in, co-teaching, pull-out, and resource lab settings. In Distance Learning, this means being flexible and understanding that service delivery and specialized teaching will look slightly different. Special Educators and Intervention Specialists will be consistently available to support all scholars with IEPs, aiming to provide the required hours to the greatest extent possible in a virtual learning environment. Push in services will occur during small group instruction. Pull-out services will be provided during non-scheduled live sessions. (RSP, OT and Speech) Service providers will work with families to create standing schedules for service delivery that meet the needs of families and adhere to the minutes outlined in students IEPs. Our Students with Disabilities (SWD) require accommodations (and sometimes modifications) to access their curriculum. It is the responsibility of our PUENTE Special Education and General Education teachers to ensure that our students receive as many of their accommodations as possible during Distance Learning to ensure full participation and access. For students with require extended time to complete assignments, will be granted the same extended time in a remote learning environment.

PUENTE Charter School students will access standards-aligned curriculum online that includes: - Houghton Mifflin; McGraw Hill; & Sadlier

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.]

In accordance with CA Ed Code 43503, PUENTE will assign one device (Laptop) per student so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning. Our staff conducted a technology and connectivity needs assessment via a family questionnaire. All our students were in need of a device were issued a Laptop and a mouse. Wi-Fi Hotspots were issued upon request and based on family questionnaire. Students and families signed a technology use agreement that outlines the

acceptable use of the school-owned device. Devices must be checked out, and returned at the end of the school year. To ensure proper use and function of technology and appropriate norms and expectations, all families have access to our IT Manager.

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.]

For PUENTE Charter School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology. California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.” PUENTE will document daily engagement for each scholar. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours and completion of Asynchronous Learning

Students are expected to complete all work assigned to them in their Zoom Classroom each day in order to be marked as present/fully-engaged. A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day. Each PUENTE teacher will take attendance daily in Infinite Campus. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each scholar. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School Weekly Student Engagement Record Procedures will collect their Weekly Student Engagement Records for each teacher, each week. The teacher records will contain their class list. Teachers will record student attendance to live class sessions and the completion of assigned asynchronous assignments. Teachers must sign and certify their Weekly Student Engagement Records at the end of each week.

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.]

PUENTE Charter School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program to students. To enhance teachers’ skills, all teachers participated in an intensive two-week “Beginning of Academic Year” professional development in-depth training; and will continue weekly during the academic year. Areas of focus include:

- Virtual Classroom: Zoom, Seesaw, Google Sites, Running Records
- School Safety and Operations –

Equity: Reimagining Schools with a Racial Equity Lens

- Embrace the Mind: Wellness and Calm Classroom
- Student Engagement Strategies for Virtual Learning
- Our Responsibility to Special Education Students
- Differentiated Instruction

Content specific training:

- PUENTE’s ELA Instructional Guides & Pacing
- PUENTE’s Math Instructional Guides & Pacing
- The Virtual Science Classroom
- Project-Based Learning

Staff Roles and Responsibilities

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

The impact of COVID-19 on PUENTE’s instructional program has required staff’s roles and responsibilities in evolve order to provide a continuity of learning for students served and ensure safe environment for students and staff. Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Educators are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs. Non-exempt staff including Campus Aides, are ensuring our meal program operates consistently and efficiently. Our PUENTE IT Manager is available to address any and all technical issues that may arise with staff and student devices.

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.]

PUENTE has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Scheduled small group intervention sessions
- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-school program
- Parent-teacher conferences: Fall & Spring
- Paraprofessionals provide small group instruction during the instructional day
- Our PUENTE Dean oversee the school's Multi-tiered System of Supports (MTSS)

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- Meal distribution throughout distance learning and hybrid learning environment.
- Teacher will conduct weekly check-ins students/families
- Dean of Engagement – engages and communicates with families to address needs, provide resources, updates on the school's programs, and during distance learning communicating and monitoring student attendance/participation issues.
- Special Education Coordinator (RSP) and General Ed teachers plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

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

Description	Total Funds	Contributing
Technology devices, wi-fi hotspots, internet connectivity, headsets, IT support	\$100,000	N
Schoolwide Services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3. PUENTE will offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive Beginning of Academic Year professional development (prior to the start of the 2020-21 school year); and weekly professional development for all teachers to focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year. * 10% of SPED teacher salaries will be funded with LCFF Supplemental & Concentration funds and the remaining 90% with LCFF Base Funds.	\$800,000	N
Online core curriculum (subscription): SeeSaw Learning; RazzKids;	\$35,000	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, utilized both in-person and during distance learning that provide additional scaffolds and progress monitoring for students.	\$20,000	N

Description	Total Funds	Contributing
Principal, Dean and Specialists provide instructional coaching for teachers; lead our schoolwide PBIS Initiative; lead “data talks” discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide.	\$100,000	N
Professional Development Costs for Teachers & staff on topics addressed throughout this plan.	\$100,000	N

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.]

Since the transition to distance learning in March 2020, PUENTE has been implementing actions to mitigate learning loss. In May 2020, prior to the conclusion of the academic year, all students were formally assessed using Running Records and results were reviewed, analyzed and used by our teachers to identify students for Summer School, that focused on ELA and mathematics. These students will also receive additional academic support by the teacher and paraprofessionals for the 2020-21 school year. PUENTE Charter School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes: - NWEA Map; Raz Kids Running Records for grades K-3 (guided reading levels); Formative & Summative Assessments - Student work (assignments)

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.]

PUENTE has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-3. Embedded within our distance learning model are the following supports:

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-school program

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School:

- Parent-teacher conferences: Fall 2020 & Spring 2021
- Paraprofessionals provide small group instruction during the instructional day
- Dean oversees the school’s Multi-tiered System of Supports (MTSS)
- Progress Reports: Trimester 1, 2 and 3 for all students

PUENTE has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. PUENTE offers technology support for students/families from a designated IT Manager. At the start

of the 2020-21 school year, our school hosted individual Class Orientations where our teachers met virtually with every parent to orient them on the Online Platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student’s daily instructional schedule and how to access the learning platforms and instructional applications.

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 PUENTE administrative and instructional team will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at PUENTE Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle. Data that will be collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under “Pupil Learning Loss” will allow our team to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

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

Description	Total Funds	Contributing
Paraprofessionals provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support	\$150,000	Y
Implementation of a Systemic Cycle of Assessments: NWEA MAP; Raz Kids, Running Records, and ongoing standards-aligned assessment to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	\$100,000	N
Summer School 2020 (4 weeks); and After School academic and social-enrichment program	\$50,000	Y

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.]

To address the mental health, social and emotional well-being of students PUENTE will implement Calm Classroom and Behavior Flip, a school based behavior initiative that is designed for a healthy school community. Within our distance learning program, we have ensured that the support of student and staff mental wellness are priorities. Calm Classroom and Behavior Flip program components during distance learning will include the following student supports:

- Daily Community Meetings sessions designed to support the emotional well-being of each student.
- Access to our mental and emotional support referral system
- Weekly Wellness Wednesday will be implemented as a way of supporting the mental wellbeing of our staff. –

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 engaging in instruction and is at risk of learning loss.]

At the start of the 2020-21 school year, our school hosted Class Orientations where our teachers met virtually with every parent to orient them on the virtual platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications.

Tiered outreach and communication plans will be developed with consistent communication schedules and multimodal delivery options. For English learner students, learning goals will be established for language development as well as content. Our Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, and ensure all communications are provided in the preferred language of the parent. Student participation in distance learning will be tracked daily on our distance learning tracking. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504) Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments by 8:05 am the following day.

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier 1: Schoolwide Outreach - Establish culture of attendance and connection to academic outcomes

- Verify current contact information
- Create pathways for parents to maintain ongoing communication
- Daily notice to parent regarding absences
- Outreach plan to determine students' needs including technology, support, health, mental health, social services, etc.
- Communicate clearly with parents about academic progress
- Plan for tracking chronic absentee data

Tier 2: Early Intervention – Personalized Outreach

- Students missing 60% of the instructional sessions in a given week.
- Address access issues - Contact parent/guardian (call, email, text, etc.)
- Parent Support Meeting - Student Success Progress Team Meeting (admin, parent, teacher, counselor)
- Develop Attendance Improvement Action Plan
- Track data and meet every 6 weeks to review progress
- Weekly/daily check-in/check-out
- Before/after school meetings
- Positive contact from teachers
- Connect with needed resources
- Welfare Check/Home Visit

Tier 3: Intensive Intervention – Coordinated School Response:

- Student consistently demonstrates attendance challenges by missing 60% of instructional sessions over several weeks.
- Minimal parent contact despite outreach and offering of needed support/intervention.
- Student Attendance Review Team Meeting
- Revise Attendance Improvement Action Plan
- Welfare Check/Home Visit
- Transition to in-person instruction when feasible.

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.]

PUENTE Charter School has collected school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served. PUENTE Charter School will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be provided in the classroom for both breakfast and lunch. During Distance Learning: Grab & Go meals will be made available twice per week (5 days of meals) at our school site that will include breakfast and lunch, for families to pick up in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, cars will drive through our parking lot and retrieve bagged meals maintaining six-feet apart daily meals. Walk-up service is also available maintaining six-foot social distancing and mask. PUENTE Charter School will also partners with White Memorial Hospital to provide weekly on-site bulk fruit and vegetable distribution.

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

Section	Description	Total Funds	Contributing
Pupil & Family Engagement and Outreach	Attendance & Student Engagement Tracking/Family outreach: Our PUENTE Charter School Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, providing translation services, and translate all materials; and oversees support staff in charge of monitoring and communicating with students and families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, implementing tiered reengagement strategies; and/or conducting home visits, if needed.	\$40,000	Y

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
30%	

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.]

PUENTE Charter School is a public charter school Los Angeles that serves the vibrant and diverse Boyle Heights and East Los Angeles communities. PUENTE has a student enrollment of unduplicated pupils in excess of 92% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner. Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, family engagement meetings, assessment results including NWEA MAP and Running Records that was administered remotely in June 2020. We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and strengthen the method and modality of the delivery of those supports. The addition of ongoing coaching and support for our teachers to be effective facilitators of knowledge in a virtual learning environment was critical, including designing and delivering daily synchronous engaging lessons for all students

that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding. We have developed a tiered reengagement plan led by the Dean of Engagement and our support staff that will contact families/students daily to ensure daily participation and engagement.

For English Learners:

To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular practice to support English Learners in engaging in and comprehending complex texts. Additionally, teachers will ensure there are structures for student collaboration embedded into synchronous class sessions. Teachers will design activities that allow students to engage with each other in pairs or small groups. Platforms have been chosen that allow students to discuss and comment on each other's work both synchronously and asynchronously. Our school has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Low Income, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Scheduled small group intervention sessions –
- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-School program
- Parent-teacher conferences: Fall & Spring –
- Paraprofessionals provide small group instruction, tutoring, and academic support, during the instructional day
- Principal and Dean will oversee the school's Multi-tiered System of Supports (MTSS) and provide instructional coaching for teachers; lead our schoolwide PBIS Initiative; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide and monitor reliable timely data and insights that our teachers will use to adjust, modify and further differentiate instruction.

This is a critical component of our MTSS Program that will be used to address learning loss, identify learning gaps and further accelerate learning. Our instructional team will implement daily wellness checks with all students before the start of the school day to ensure all students will be participating in distance learning. Tiered outreach and communication plans will be developed with consistent communication schedules and multimodal delivery options. English/Spanish services are available upon request. For English learner students, learning goals will be established for language development as well as content. The PUENTE Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, and translate all materials to Spanish.

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

A percentage of our student population is more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Multi-tiered System of Supports (MTSS). All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure. The actions in our Learning Continuity and Attendance Plan are being provided on an schoolwide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

