

NOTICE OF PUBLIC MEETING

PUENTE Charter School

The Board of Directors of PUENTE Learning Center will be conducting a public meeting on:

Wednesday, June 24, 2020

8:30 a.m.

Join Zoom Meeting

<https://us04web.zoom.us/j/77242390497?pwd=ZjZtTXJYNE9MT0t2WEs3K1c0ek5xQT09>

Meeting ID: 772 4239 0497

Password: 4rga7J

Any person who wishes to address the Board of Directors is welcomed to attend. No prior notification of your attendance is necessary.

If you require accommodations in order to attend this meeting can call Jerome Greening at 626.260.0070 or email at jerome@puente.org. for assistance.

It is hereby noted that the agenda for this meeting of the PUENTE Governing Board has been posted at the following location(s):

- PUENTE Learning Center website: www.puente.org



PUENTE Learning Center

PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, June 24, 2020

8:30am

501 S. Boyle Avenue, Los Angeles, CA 90033

Zoom Meeting (Due to COVID-19)

<https://us04web.zoom.us/j/77242390497?pwd=ZjZlTXJYNE9MT0t2WEs3K1c0ek5xQT09>

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Notice is hereby given that the PUENTE Learning Center Board of Directors of PUENTE Charter School will hold a public meeting at the above-referenced time and Zoom link. The purpose of the meeting is to discuss and take action on the following agenda. The agenda shall provide an opportunity for members of the public to address the board directly at each location. (GOV CODE: 54954.3).

If you require special accommodations in order to attend this meeting, please call Jerome Greening at (626) 260 – 0070 or e-mail at jerome@puente.org.

Agendas for all regular board meetings are posted at least 72 hours prior to the meeting, and agendas for all special board meetings are posted at least 24 hours prior to the meeting at the entrances of the PUENTE facility and on the Parent Board at PUENTE Charter School, teleconference locations, and on www.puente.org. (GOV CODE: 54954.2. 54956)

Agenda Item	Proposed Action	Attachments	Who
1. Call to Order and Roll Call to Establish Quorum i. Recognize joining board member, Jocelyn Rosenwald	Roll Call	Board Roster Jocelyn's Bio	Board Chair, Albert Reyes
2. Minutes – March 11, 2020	Approval	Minutes	
3. Public Comment			
Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.			
4. Operations & Programs			CEO, Jerome Greening & Charter School Advisory Committee Member, Oscar Cabrales
i. COVID-19 Operations Written Report & the Re-Opening of School Planning California Executive Order N-56-20	Approval	Executive Order N-56-20 Response Plan & CDE Guidelines	
ii. Academic Year 20-21 Calendar The Instructional Calendar for Upcoming 2020-2021 Academic Year	Approval	Calendar	
iii. Textbook Resources Aligned to Common Core Standards The Classroom Textbook, Digital & Assessment Resources	Approval	Textbooks	
iv. Special Education Service Providers Renew Comprehensive Therapy Associates Contract for as-needed services	Approval	Contracts	
v. School Meal Service Program for 2020-2021 Academic Year Renew School Nutrition Plus Contract for meal service consisting of breakfast, lunch and snack	Approval	Renewal Contract	

vi. EPA Funding Spending plan to allocate these funds to support teacher salaries and benefits. This funding is approximately 17% of the LCFF base rate.	Approval	Regulatory Percentage of 17%	
5. Governance i. Conflict of Interest Policy ii. Whistleblower Policy	Approval Approval	Policy Policy	Board Chair, Albert Reyes & CEO, Jerome Greening
6. Finance Report i. Charter Financials as of March 31, 2020 ii. Proposed Budget for FY21 iii. Local Control Accountability Plan (LCAP) 20-21 Budget allocation for school goals and outcomes will be due in December 2020 due to COVID-19 iv. Expansion Update	Informational Approval Discussion Discussion	Financial Report Proposed Budget FY21 LCAP Snapshot Work-In-Progress	VP of Finance & Administration, Angelica Castro, Finance Committee Member Chun Wong & CEO, Jerome Greening
7. Adjournment			Board Chair, Albert Reyes
Certification of Posting I, Jerome Greening, hereby certify that this agenda was posted on 6/19/2020 at 10am at: – PUENTE Learning Center website: www.puente.org			

PUENTE Charter School Board Meeting

Wednesday, June 24, 2020



PUENTE Charter School

Response to COVID-19



On Monday, March 16 PUENTE Charter School transitioned to distance learning for the entire school community:

- Daily synchronous class instruction (60 minute block)
- Small group and individual synchronous instruction (30 minute block)
- Special education synchronous support based on IEP-designated services (30-60 minutes weekly)
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- Grab and Go meal access through LAUSD partnership
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 - All-School Read Aloud Wednesdays (4 presentations)
 - All-School Recognition Ceremonies (2 presentations)
 - All-School End-of-Year Ceremony (1 presentation)
 - Parent Surveys (2)



PUENTE Charter School

Re-Opening of School



2020-2021 Academic Year Begins Tuesday, August 18:

- Using the guidelines from the California Department of Education “Stronger Together – Guidelines for a Safe Re-Opening of Schools”
- Monitoring the guidance from our authorizer, the Los Angeles Unified School District
- Developing plans for the hybrid model of instruction
 - Keep distance learning as an option for families
 - Offer site-based as an option (possible staggered schedule)
 - Adhere to health and safety recommendations
 - PPE equipment
 - Temp. checks & distancing protocols
 - Meals in the classroom
 - Rigorous cleaning schedules
 - Creative use of facility; exterior and interior



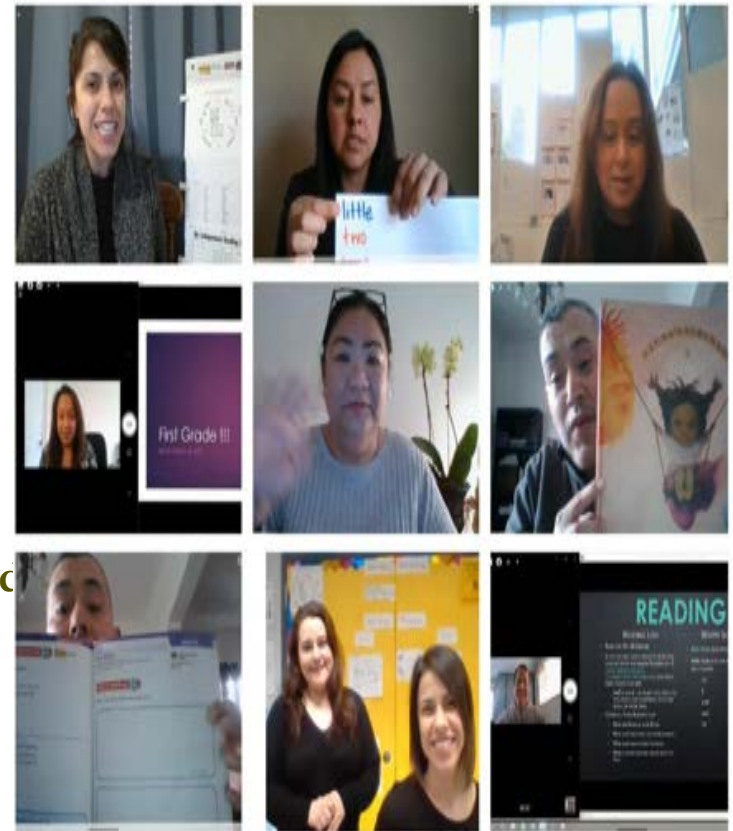
PUENTE Charter School

Re-Opening of School



Instructional Priorities – Data Informed Practice:

- Ensure school spaces are compliant
- Assess students with the standardized testing tools
- ELPAC – English Language Proficiency Assessments for California to establish English language proficiency level and our Reclassification rate for 19-20
- NWEA-MAP for grade-level mastery (below; near; met or exceeds)
- Re-establish the school “safe-place” designation and support social-emotional development
- Provide intensity of support for occurrences of learning loss
- Partner with families to meet the needs of each student



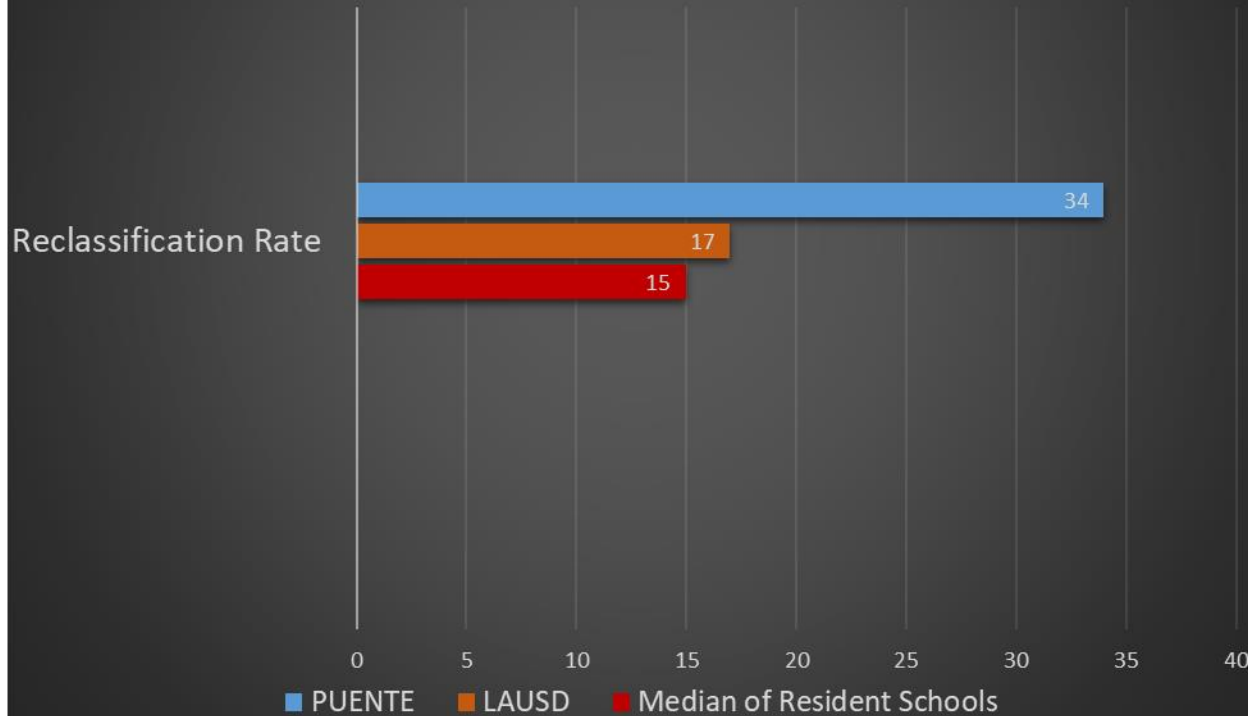
PUENTE Charter School

Data Dashboard

Academic Outcomes for 18-19



English Learner Reclassification Rate for Academic Year 18-19 Expressed in Percentage



80 Students Identified as EL
(English Learner)

13 Tested at Initial English
Proficient Level in October

67 Remained as EL for the School
Year

23 Reclassified as *Fluent English
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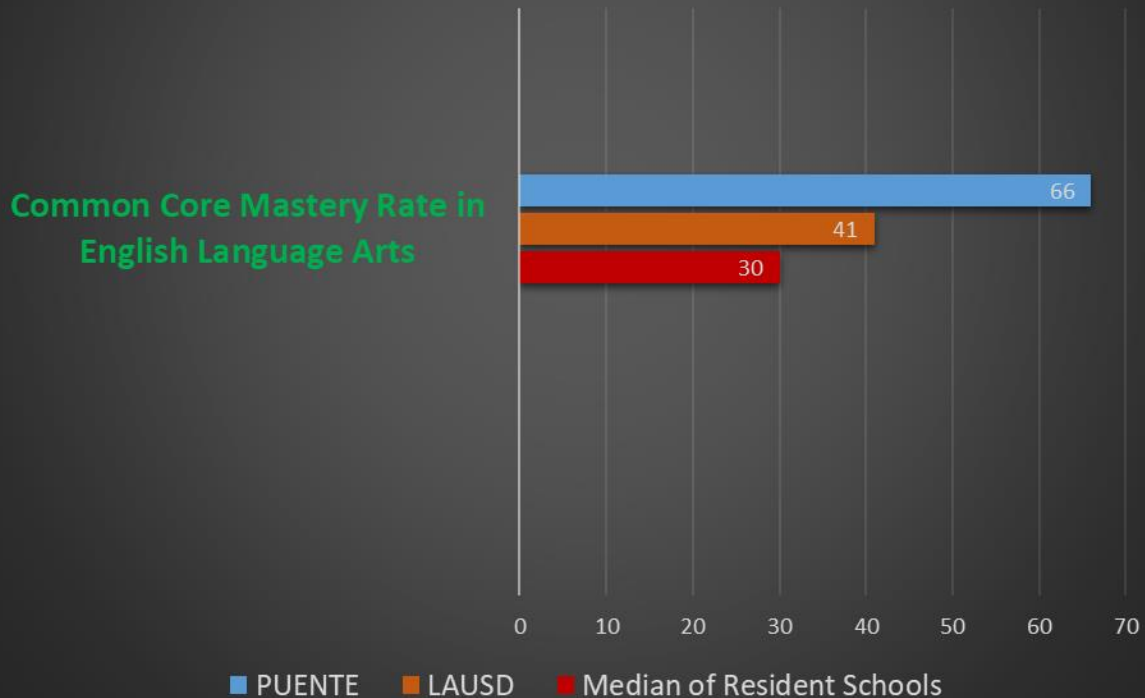
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Academic Outcomes for 18-19



School Wide English Language Arts Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage



In Preparation for the State of California Smarter Balanced Assessment Consortium Testing (SBAC) starting in 3rd Grade, PUENTE is using the standards-aligned NWEA MAP testing tool & curriculum-aligned performance tasks to gauge students' mastery of standards



PUENTE Charter School

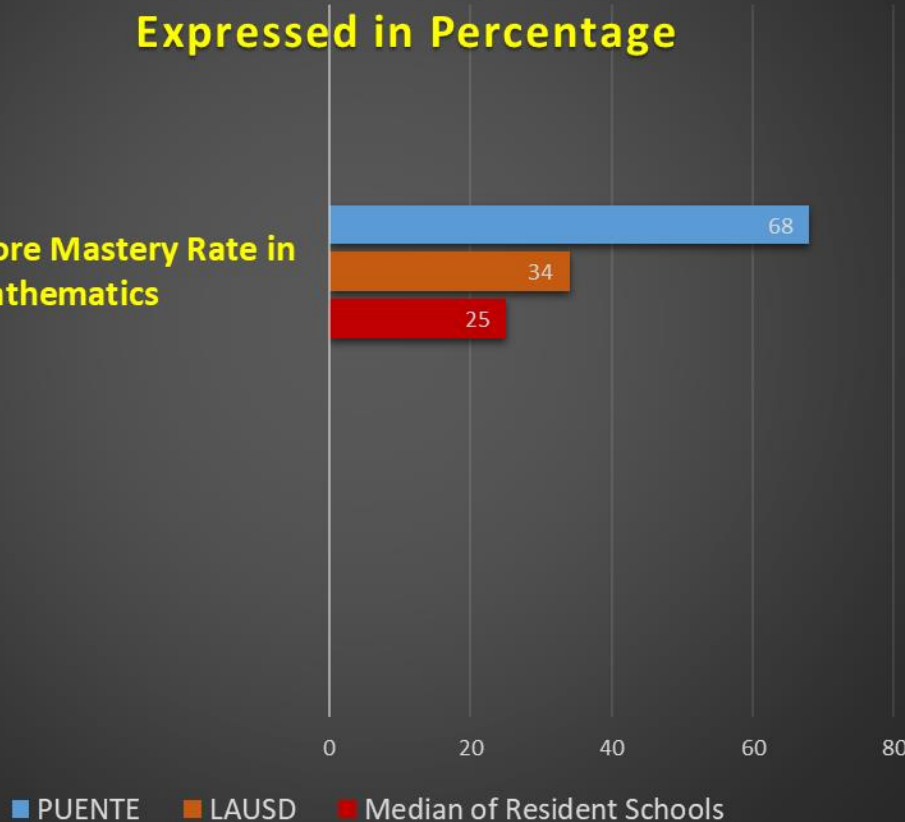
Data Dashboard

Academic Outcomes for 18-19



School Wide Mathematics Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage

Common Core Mastery Rate in Mathematics



In Preparation for the State of California Smarter Balanced Assessment Consortium Testing (SBAC) starting in 3rd Grade, PUENTE is using the standards-aligned NWEA MAP testing tool & curriculum-aligned performance tasks to gauge students' mastery of standards



PUENTE Charter School

Academic Year 2020-2021 Calendar

For Approval



- Pupil Free Days
Monday, August 17, 2020
Friday, June 11, 2021
- * If a school selects Monday, January 11, 2021, as a Pupil Free Day, then Friday, June 11, 2021, becomes an Instructional Day

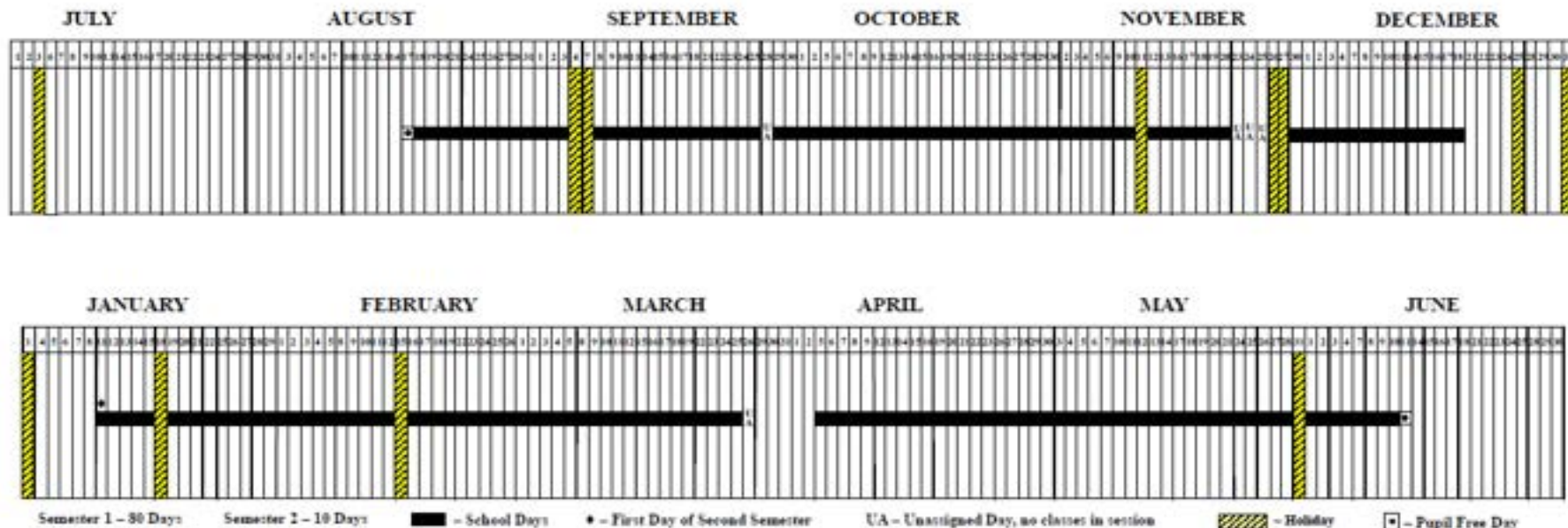


PUENTE Charter School (Authorized by LAUSD)

LOS ANGELES UNIFIED SCHOOL DISTRICT

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021

LAUSD Board
Approved
December 12, 2017



IMPORTANT DATES:

07-03-2020	Independence Day Observed	11-26 & 11-27-2020	Thanksgiving Holiday	03-26-2021	Cesar E. Chavez
08-18-2020	First Day of Instruction	12-21-2020 thru 01-08-2021	Winter Recess		Birthday Observed
09-04-2020	Admission Day	* 01-11-2021	Second Semester Begins	03-29 thru 04-02-2021	Spring Recess
09-07-2020	Labor Day	01-18-2021	Dr. Martin L. King, Jr.'s Birthday	05-31-2021	Memorial Day
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PUENTE Charter School

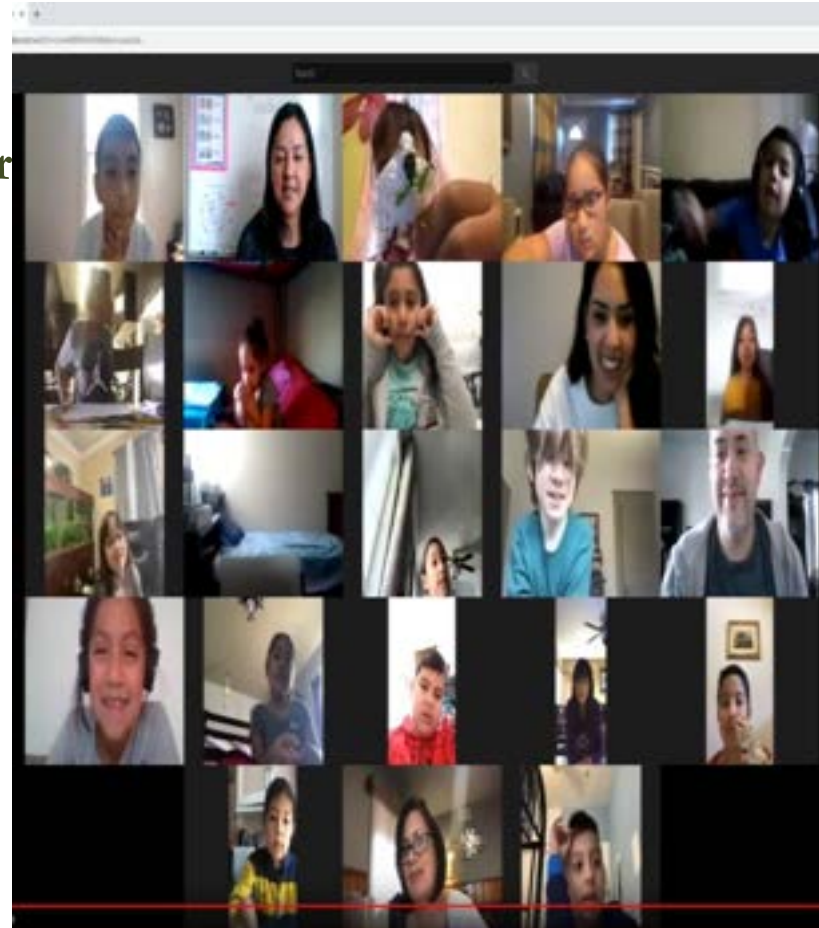
Academic Year 2020-2021 Calendar

For Approval



- Instructional Calendar for 2020-2021 will follow the LAUSD board-approved calendar for district schools. School begins August 18, 2020 and concludes June 10, 2021
- Holiday breaks at Thanksgiving, Winter, Spring and recognized federal/state holidays
- PUENTE will offer 180 days of instruction

Board Action: Approve the 2020-2021
PUENTE Charter School Instructional
Calendar



PUENTE Charter School

Classroom Textbook , Digital & Assessment
Resources

For Approval



- Textbook, Digital & Assessment resources for instruction for 2020-2021 will be Common Core State Standards-aligned (CCSS)
- Textbook publishers include McGraw-Hill, & Houghton-Mifflin for school-wide
- Digital Resources will include Achieve 3000 for English language development & DreamBox for math development for school-wide
- Assessments include NWEA MAP

Board Action: Approve the Common Core State Standards-aligned textbook, digital & assessment resources for instruction



PUENTE Charter School

Special Education Contract

For Approval



Comp Therapy
Puente Charter
2020-2021 School Year

Comp Therapy

ASSESSMENT, CONSULTATION, SERVICES, STAFFING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1st, 2020 by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") 111 N. Jackson St. Suite 202 Glendale, CA 91206 and PUENTE Charter ("Client") located at 501 S Boyle Ave, Los Angeles, CA 90033 ("service location").

RECITALS

Comp Therapy (Comprehensive Therapy Associates, Inc.) is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education which engages in providing education and consulting services to education and social services agencies. Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its charter schools ("Service Location"). Client wishes to engage Comp Therapy to provide certain services with respect to education and/or other social services and Comp Therapy wishes to provide such services, pursuant to the terms and conditions set forth below:

AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2020 (the "Commencement Date"), and shall continue until 11:59 p.m. on June 30th, 2021 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances and regulations relating to its business in general and the provision of special education services.
- b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will identify the credentials and/or licenses held by each Comp Therapy Personnel.



PUENTE Charter School

Special Education Contracts

For Approval



- PUENTE serves approximately 5 – 10% special education students every academic year
- Contract services provide the needed support including Speech and Language and Resource Specialist Program
- PUENTE holds a contract with Comprehensive Therapy Associates (CTA), which are fee for services contracts

Board Action: Approve the renewal of the CTA contract for the 2020-2021 academic year



PUENTE Charter School

Food Service Management Company

Renewal for 2020-2021

For Approval



- 1) PUENTE Meal Program provider for three years –
 - 2) Adheres to meal requirements as per the U.S. Dept. of Agriculture
 - 3) Food Service is compliant with the *Code of Federal Regulations for Meals*
 - 4) Quality food products
 - 5) Responsive and reliable service
 - 6) Overall student and parent satisfaction
 - 7) Adhere to safety protocols
- Board Action**: : Approve the extension of the school food service contract with School Nutrition Plus for the 2020-2021 academic year.

CONTRACT AMENDMENT

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

5 Pages

Renewal (Extension Number)	Agreement Number (Base year)
3	201601
Amendment	
3	

1. This Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME
PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME
School Nutrition Plus, Inc.

2. This amendment is effective July 1, 2020 and amends our original contract. The amendment remains in effect until termination of current contract.

3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

NOTE: The following terms have been amended to reflect current federal regulation.

The following prices are in place for the new term, July 1, 2020-June 30, 2021 per the CPI increase of 3.2% for foods consumed away from home.

Breakfast: \$2.02

Lunch: \$3.41

Snack: \$0.91

II. General Terms and Conditions

iv. Contract Cost Adjustment (Note: Modifies previous clause)

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home in Los Angeles, such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

x. Subcontract/Assignment (Note: Modifies previous clause)

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

Q. Sanctions (Note: New section)

PUENTE Charter School

Education Protection Account (EPA)

For Approval



1) Designates state funds received from the passage of Proposition 30, approximately 17% of the FY21 revenue, for the purpose of teacher salaries to ensure student outcomes of reclassification and Common Core mastery

Board Action: Approve the use of the EPA funds for teacher salaries for the purpose of improving academic achievement and provide the assurance that we will adhere to the legal requirements for the use of the funds



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2020-21, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$212,500. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.

PUENTE Charter School

Local Control Funding Formula

LCFF Revenue Calculations

Informational (FY21)



Funding for schools for FY21 will be reduced by 10% (Local Control Funding Formula reduction). If federal government provides assistance, the 10% will be restored. The PUENTE FY21 budget reflects the 10% reduction in revenue and maintains a balanced budget.



PUENTE Charter School

Local Control Funding Formula Guide

Informational



**Designates state funds to be used for
“State Priorities” for school operations.**

- **Student Achievement**
- **Student Engagement**
- **Parental Involvement**
- **Implementation of Common Core**
- **School Climate (School Culture & Client Satisfaction)**
- **Basic Services (including facilities in good repair and access to standards-aligned instructional materials)**



PUENTE Charter School

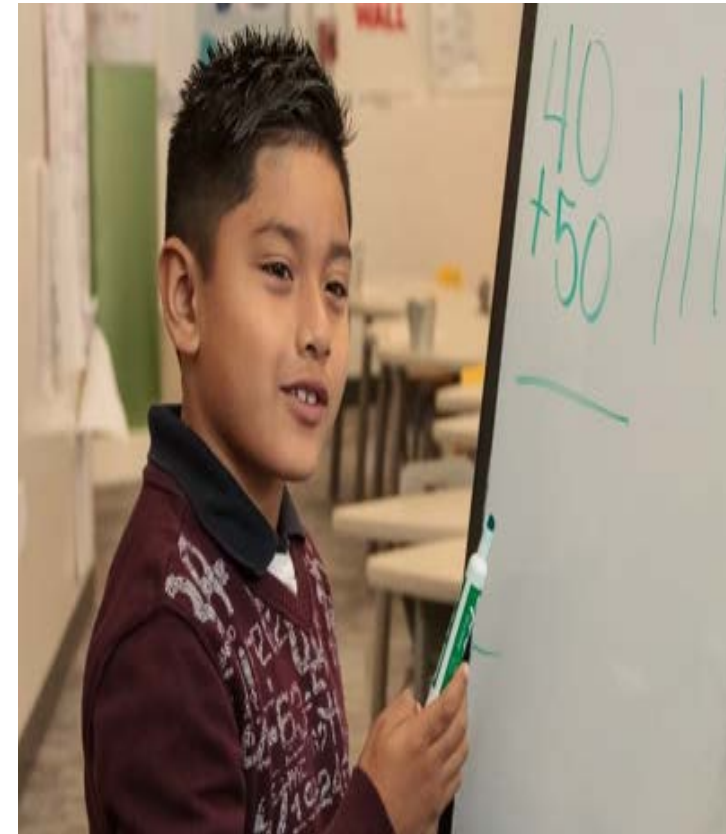
Local Control Accountability Plan

Due to COVID interruption, LCAP is due
December 15, 2020



For PUENTE Charter School, the use of the revenue from the Local Control Funding Formula (LCFF), the supplemental and concentration grants, and the additional state, local and federal funds of \$2.38 million will support the following FY21 data goals:

- ✓ Maintain a 95% daily attendance average
- ✓ Given remote learning status, maintain first year reclassification rate of 34%
- ✓ Given remote learning status, maintain the Common Core English Language Arts & Mathematics mastery rate from 18-19
- ✓ Offer weekly Friday professional development sessions to instructional team in support of deepening PUENTE's student progress monitoring school operations
- ✓ Maintain designated service to the special education students
- ✓ Maintain meal program service
- ✓ Establish a more-defined Gifted & Talented Education (GATE) program
- ✓ Build on parent involvement to the school community



PUENTE Charter School 4th Renewal for PUENTE Charter School



PUENTE will submit its 4th charter school renewal petition in July 2021 (next year)!

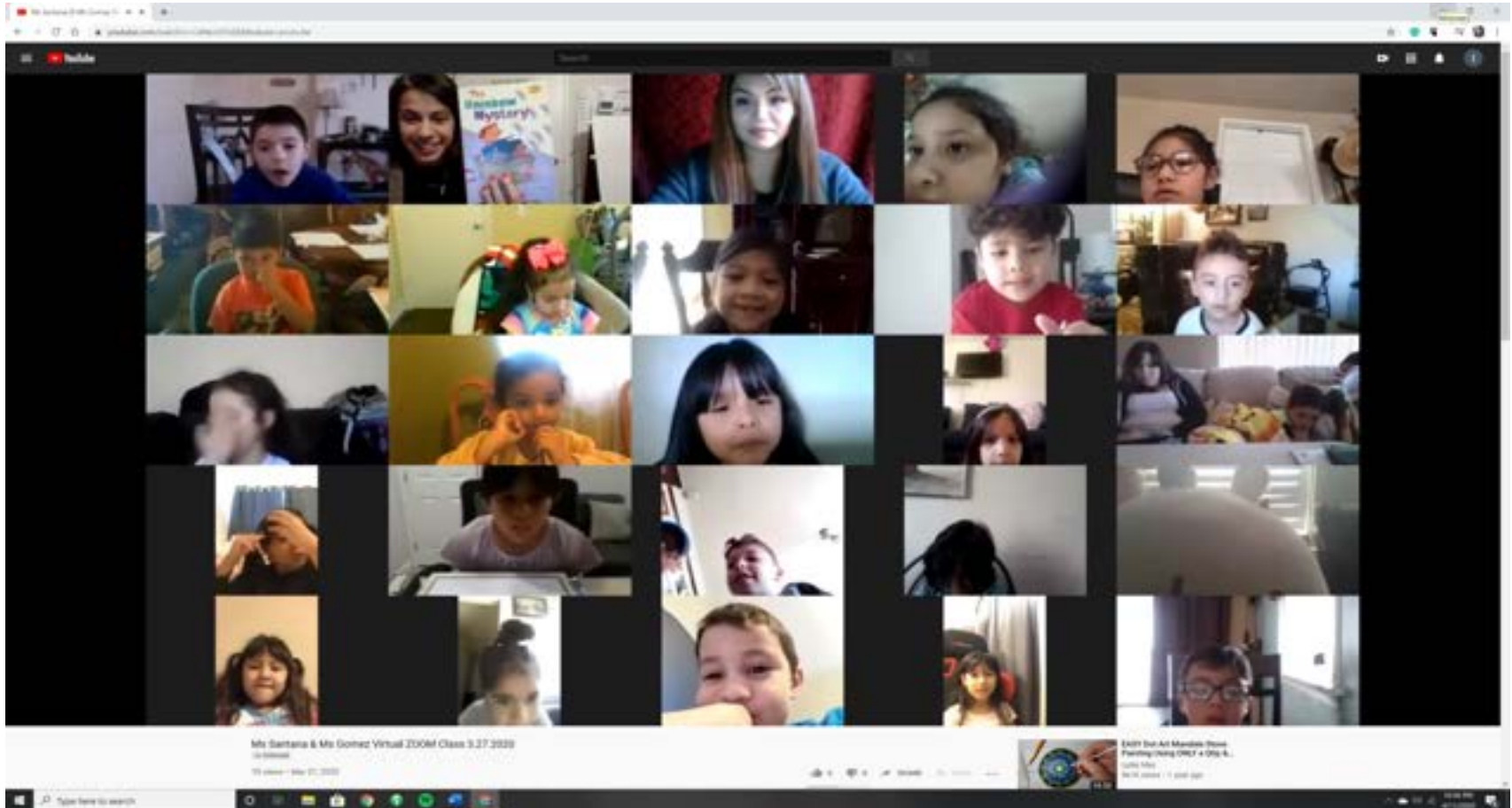
We have navigated three previous renewals and one revision, and we are looking forward to the petition that will renew through 2027!



PUENTE Charter School



- Distance Learning Summer School operates July 6 – July 31
- Academic year begins on August 18



PUENTE Charter School Board Meeting

Wednesday, June 24, 2020



PUENTE Charter School

Response to COVID-19



On Monday, March 16 PUENTE Charter School transitioned to distance learning for the entire school community:

- Daily synchronous class instruction (60 minute block)
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PUENTE Charter School

Executive Order N-56-20

COVID-19 Operations Written Report



EXECUTIVE DEPARTMENT STATE OF CALIFORNIA

EXECUTIVE ORDER N-56-20

WHEREAS on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS on March 13, 2020, I issued Executive Order N-26-20, which ensured continued funding for public schools that close in response to the COVID-19 pandemic so they could continue, during the period of a school closure, to deliver high-quality distance learning opportunities, access to school nutrition programs, and supervision of students during ordinary school hours and to pay their employees; and

WHEREAS continued school closures in response to the COVID-19 pandemic will impact important annual planning, budgetary, and other processes specified by statute and regulation, necessitating immediate relief from associated deadlines in the short term; and

PUENTE Charter School

Executive Order N-56-20 COVID-19 Operations Written Report For Approval



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.

PUENTE Charter School

Re-Opening of School



2020-2021 Academic Year Begins Tuesday, August 18:

- Using the guidelines from the California Department of Education “Stronger Together – Guidelines for a Safe Re-Opening of Schools”
- Monitoring the guidance from our authorizer, the Los Angeles Unified School District
- Developing plans for the hybrid model of instruction
 - Keep distance learning as an option for families
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PUENTE Charter School

Re-Opening of School



Instructional Priorities – Data Informed Practice:

- Ensure school spaces are compliant
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- Re-establish the school “safe-place” designation and support social-emotional development
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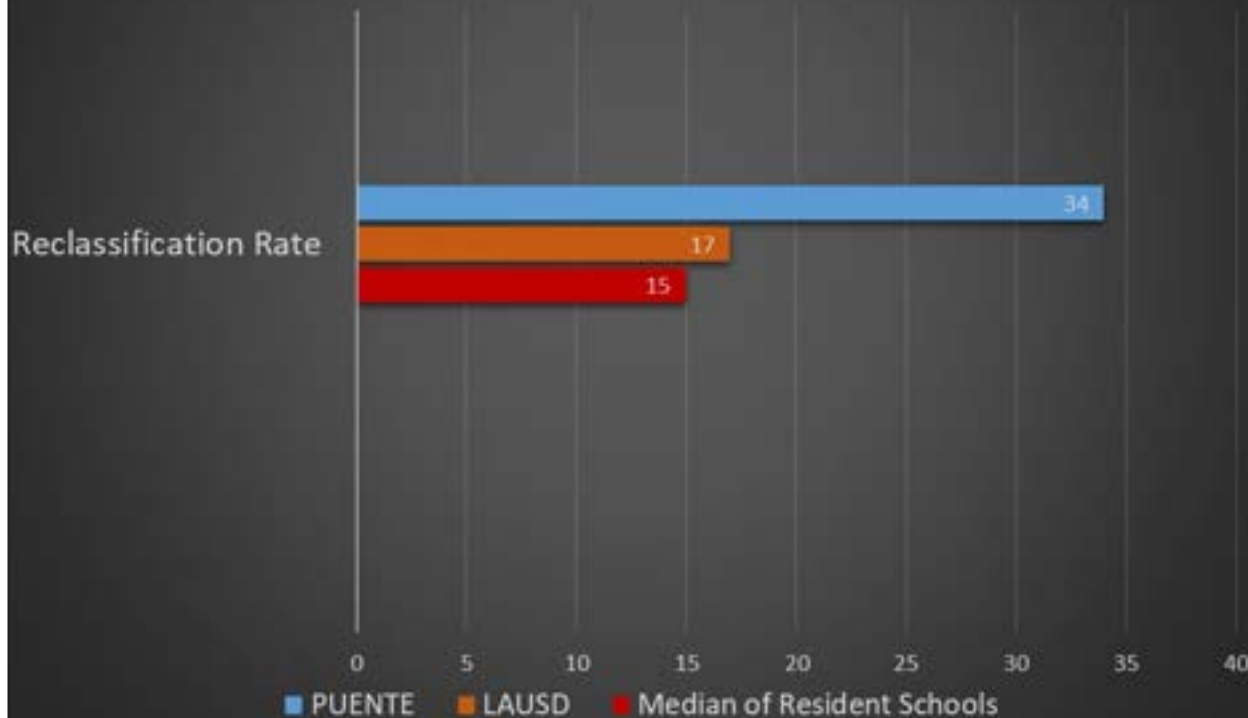
PUENTE Charter School

Data Dashboard

Academic Outcomes for 18-19



English Learner Reclassification Rate for Academic Year 18-19 Expressed in Percentage



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(English Learner)

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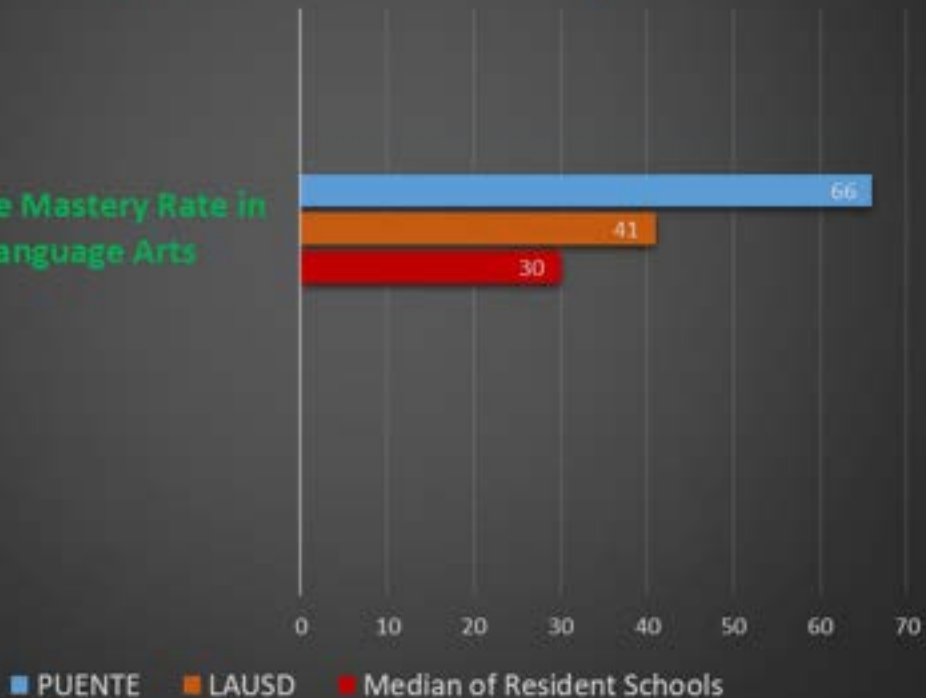
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Academic Outcomes for 18-19



School Wide English Language Arts Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage

Common Core Mastery Rate in
English Language Arts



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PUENTE Charter School

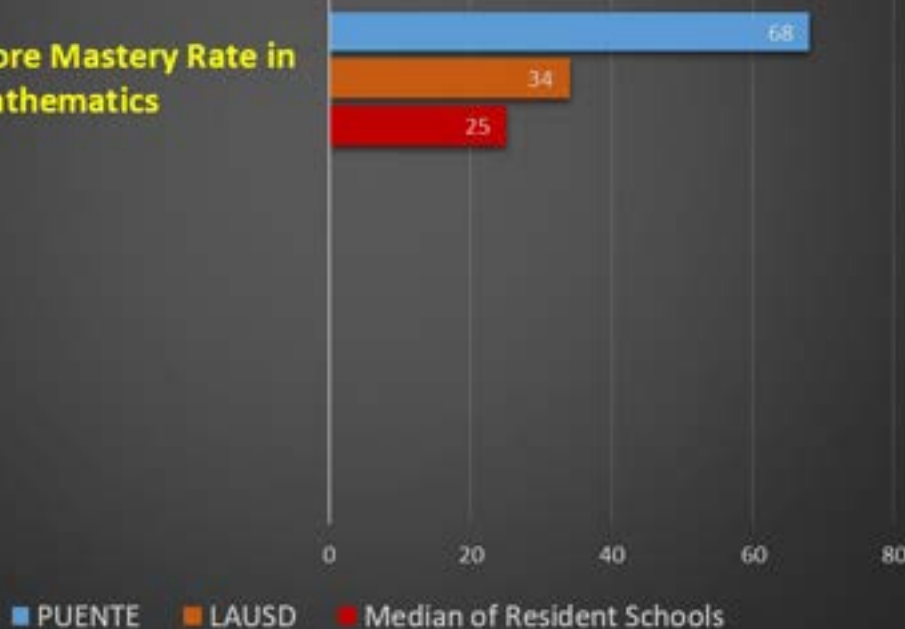
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Academic Outcomes for 18-19



School Wide Mathematics Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage

Common Core Mastery Rate in Mathematics



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PUENTE Charter School

Academic Year 2020-2021 Calendar

For Approval



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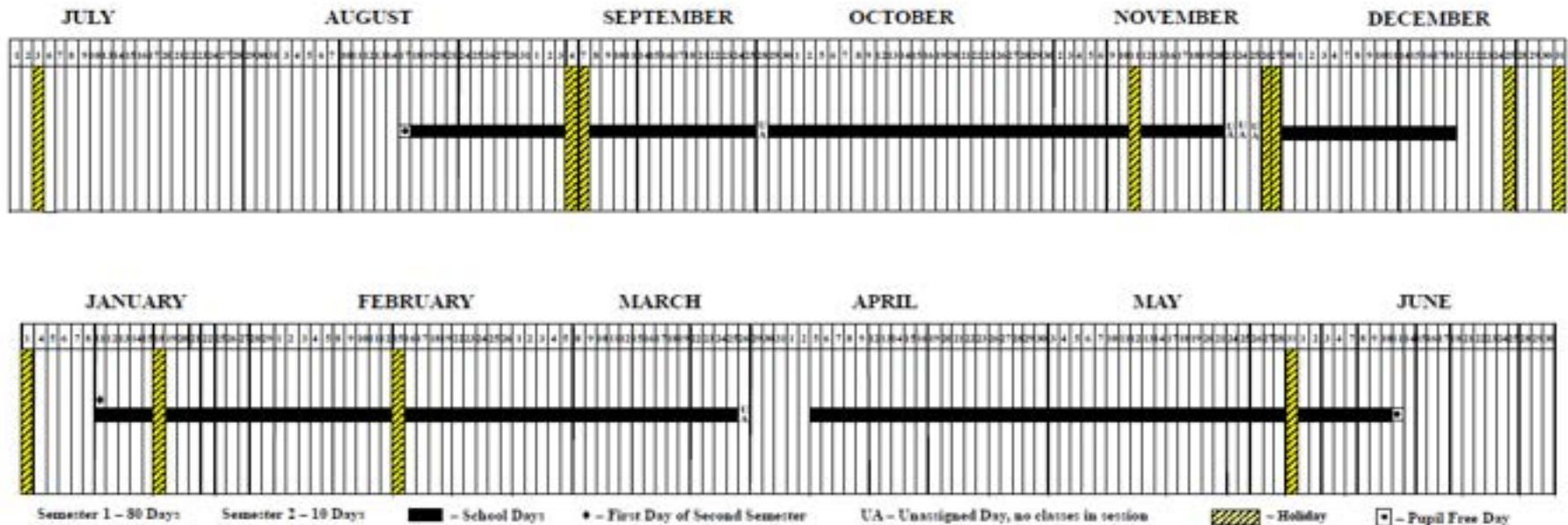


PUENTE Charter School (Authorized by LAUSD)

LAUSD Board
 Approved
 December 11, 2017

LOS ANGELES UNIFIED SCHOOL DISTRICT

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021



IMPORTANT DATES:

07-03-2020	Independence Day Observed	11-26 & 11-27-2020	Thanksgiving Holiday	03-26-2021	Cesar E. Chavez
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PUENTE Charter School

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- Holiday breaks at Thanksgiving, Winter, Spring and recognized federal/state holidays
- PUENTE will offer 180 days of instruction

Board Action: Approve the 2020-2021
PUENTE Charter School Instructional
Calendar



PUENTE Charter School

Classroom Textbook , Digital & Assessment
Resources

For Approval



- Textbook, Digital & Assessment resources for instruction for 2020-2021 will be Common Core State Standards-aligned (CCSS)
- Textbook publishers include McGraw-Hill, & Houghton-Mifflin for school-wide
- Digital Resources will include Achieve 3000 for English language development & DreamBox for math development for school-wide
- Assessments include NWEA MAP

Board Action: Approve the Common Core State Standards-aligned textbook, digital & assessment resources for instruction



PUENTE Charter School

Special Education Contract

For Approval



Comp Therapy
Puente Charter
2020-2021 School Year

Comp Therapy

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In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2020 (the "Commencement Date"), and shall continue until 11:59 p.m. on June 30th, 2021 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances and regulations relating to its business in general and the provision of special education services.
- b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will identify the credentials and/or licenses held by each Comp Therapy Personnel.



PUENTE Charter School

Special Education Contracts

For Approval



- PUENTE serves approximately 5 – 10% special education students every academic year
- Contract services provide the needed support including Speech and Language and Resource Specialist Program
- PUENTE holds a contract with Comprehensive Therapy Associates (CTA), which are fee for services contracts

Board Action: Approve the renewal of the CTA contract for the 2020-2021 academic year



PUENTE Charter School

Food Service Management Company

Renewal for 2020-2021

For Approval



- 1) PUENTE Meal Program provider for three years –
 - 2) Adheres to meal requirements as per the U.S. Dept. of Agriculture
 - 3) Food Service is compliant with the *Code of Federal Regulations for Meals*
 - 4) Quality food products
 - 5) Responsive and reliable service
 - 6) Overall student and parent satisfaction
 - 7) Adhere to safety protocols
- Board Action**: : Approve the extension of the school food service contract with School Nutrition Plus for the 2020-2021 academic year.

CONTRACT AMENDMENT

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

5 Pages

Renewal (Extension Number)	Agreement Number (Base year)
3	201601
Amendment	
3	

1. This Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME
PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME

School Nutrition Plus, Inc.

2. This amendment is effective July 1, 2020 and amends our original contract. The amendment remains in effect until termination of current contract.

3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

NOTE: The following terms have been amended to reflect current federal regulation.

The following prices are in place for the new term, July 1, 2020-June 30, 2021 per the CPI increase of 3.2% for foods consumed away from home.

Breakfast: \$2.02

Lunch: \$3.41

Snack: \$0.91

II. General Terms and Conditions

iv. Contract Cost Adjustment (Note: Modifies previous clause)

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home in Los Angeles, such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

x. Subcontract/Assignment (Note: Modifies previous clause)

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

Q. Sanctions (Note: New section)

PUENTE Charter School

Education Protection Account (EPA)

For Approval



1) Designates state funds received from the passage of Proposition 30, approximately 17% of the FY21 revenue, for the purpose of teacher salaries to ensure student outcomes of reclassification and Common Core mastery

Board Action: Approve the use of the EPA funds for teacher salaries for the purpose of improving academic achievement and provide the assurance that we will adhere to the legal requirements for the use of the funds



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2020-21, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$212,500. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.

PUENTE Charter School

Local Control Funding Formula

LCFF Revenue Calculations

Informational (FY21)



Funding for schools for FY21 will be reduced by 10% (Local Control Funding Formula reduction). If federal government provides assistance, the 10% will be restored. The PUENTE FY21 budget reflects the 10% reduction in revenue and maintains a balanced budget.



PUENTE Charter School

Local Control Funding Formula Guide

Informational



**Designates state funds to be used for
“State Priorities” for school operations.**

- **Student Achievement**
- **Student Engagement**
- **Parental Involvement**
- **Implementation of Common Core**
- **School Climate (School Culture & Client Satisfaction)**
- **Basic Services (including facilities in good repair and access to standards-aligned instructional materials)**



PUENTE Charter School

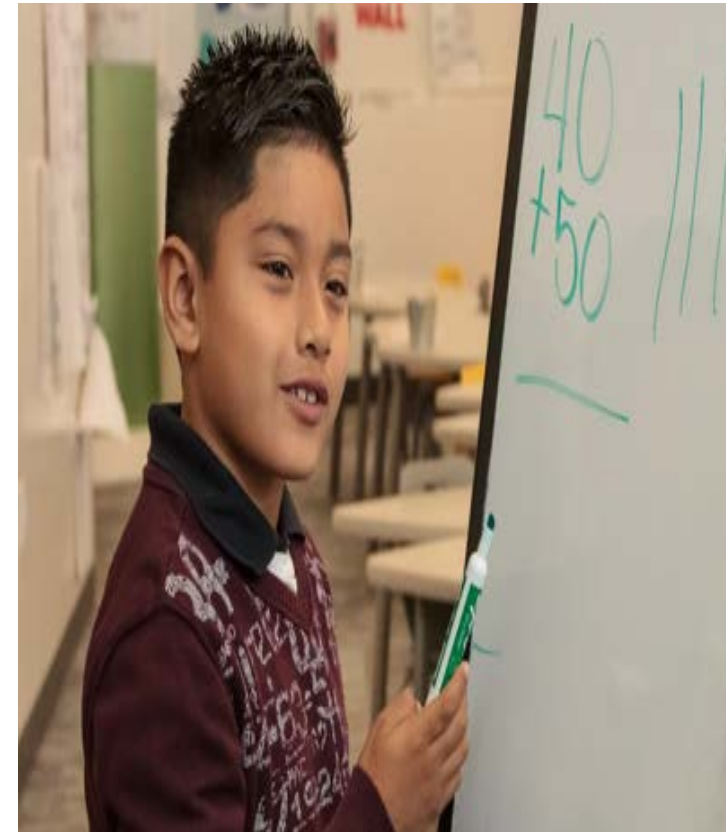
Local Control Accountability Plan

Due to COVID interruption, LCAP is due
December 15, 2020



For PUENTE Charter School, the use of the revenue from the Local Control Funding Formula (LCFF), the supplemental and concentration grants, and the additional state, local and federal funds of \$2.38 million will support the following FY21 data goals:

- ✓ Maintain a 95% daily attendance average
- ✓ Given remote learning status, maintain first year reclassification rate of 34%
- ✓ Given remote learning status, maintain the Common Core English Language Arts & Mathematics mastery rate from 18-19
- ✓ Offer weekly Friday professional development sessions to instructional team in support of deepening PUENTE's student progress monitoring school operations
- ✓ Maintain designated service to the special education students
- ✓ Maintain meal program service
- ✓ Establish a more-defined Gifted & Talented Education (GATE) program
- ✓ Build on parent involvement to the school community



PUENTE Charter School 4th Renewal for PUENTE Charter School



PUENTE will submit its 4th charter school renewal petition in July 2021 (next year)!

We have navigated three previous renewals and one revision, and we are looking forward to the petition that will renew through 2027!



PUENTE Charter School



- Distance Learning Summer School operates July 6 – July 31
- Academic year begins on August 18



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

**EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA**

EXECUTIVE ORDER N-56-20

WHEREAS on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS on March 13, 2020, I issued Executive Order N-26-20, which ensured continued funding for public schools that close in response to the COVID-19 pandemic so they could continue, during the period of a school closure, to deliver high-quality distance learning opportunities, access to school nutrition programs, and supervision of students during ordinary school hours and to pay their employees; and

WHEREAS continued school closures in response to the COVID-19 pandemic will impact important annual planning, budgetary, and other processes specified by statute and regulation, necessitating immediate relief from associated deadlines in the short term; and

WHEREAS further action in partnership with the Legislature is necessary to address future deadlines that are not imminent, including certain requirements related to the California School Dashboard; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California, and in particular, Government Code sections 8567 and 8571, do hereby issue the following Order to become effective immediately:

IT IS HEREBY ORDERED THAT:

1. For purposes of this Order, Local Educational Agency (LEA) means school districts, county offices of education, and charter schools; and the Local Control and Accountability Plan (LCAP) refers to a local control and accountability plan and annual update adopted using the template specified in Education Code section 52064.
2. The deadline for a local school district governing board, county board of education, or a governing body of a charter school to adopt the LCAP and the budget overview for parents by July 1 of each year, pursuant to Education Code sections 47604.33, 47606.5, 52060, 52061, 52064.1, 52066, and 52067, is extended until December 15, 2020, on the conditions that:
 - (i) The governing board or body of the LEA adopts, during the same meeting at which the governing board or body of the LEA adopts the annual budget due July 1, 2020, a written report to

the community that explains 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 such closures on students and families, which shall include, at minimum, a description of how the LEA is meeting the needs of unduplicated pupils, defined consistent with Education Code section 42238.02(b)(1), during the period of school closures and the steps taken by the LEA, consistent with Paragraph 2 of Executive Order N-26-20, to support the following during the period of school closures:

- a. Continue delivering high-quality distance learning opportunities;
 - b. Provide school meals in non-congregate settings; and
 - c. Arrange for supervision of students during ordinary school hours.
 - (ii) School districts and county boards of education submit the written report adopted pursuant to clause (i) to the county superintendent of schools or the Superintendent of Public Instruction, respectively, in conjunction with submission of the adopted annual budget.
 - (iii) A charter school submits the written report adopted pursuant to clause (i) to its authorizer in accordance with Education Code 47604.33.
 - (iv) The LEA posts a copy of the written report adopted pursuant to clause (i) on the homepage of the internet website maintained by the LEA, if such website exists.
3. The California Department of Education shall develop a form that LEAs may use for the written report specified in Paragraph 2.
 4. The deadline for a county superintendent or the Superintendent of Public Instruction to approve the LCAP pursuant to Education Code section 52070(d) and 52070.5(d) is extended until January 14, 2021.
 5. The deadline for a charter school to submit the LCAP to its chartering authority and the county superintendent of schools is extended to December 15, 2020.
 6. Education Code section 52064(j) is waived with respect to any LCAP adopted pursuant to Paragraph 2.

7. For the budget adopted by a governing board of a school district on or before July 1, 2020, the requirements that the governing board adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 42127(a)(2)(A); that a county superintendent of schools disapprove the budget by September 15, 2020 if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code sections 42127(c)(3) and 42127(d)(1); and that a county superintendent of schools shall not adopt or approve a budget before the LCAP for the budget year is approved pursuant to Education Code section 42127(d)(2), are waived.
8. For the budget adopted by a county board of education on or before July 1, 2020, the requirements that a county board of education adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 1622(a); that the Superintendent of Public Instruction disapprove the budget if the county board of education has not adopted a LCAP or if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(b)(2); and that the Superintendent of Public Instruction disapprove a revised budget by November 8, 2020 if the Superintendent of Public Instruction determines the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(d), are waived.
9. Education Code section 52064.5(e)(2), requiring the governing board of a school district, the county board of education, and the governing body of a charter school to review data to be publicly reported for Dashboard local indicators in conjunction with adoption of the LCAP, is waived with respect to the review and adoption that would otherwise be required by July 1, 2020.
10. Paragraph 3 of Executive Order N-29-20, including the conditions specified therein, shall apply to meetings held pursuant to Article 3 of Chapter 2 of Part 21 of Division 3 of Title 2 of the Education Code and Education Code section 47604.1(b).
11. The requirements specified in Education Code sections 51210(a)(7), 51220(d), 51222, and 51223, related to minimum instructional minutes in physical education for grades 1-12 are waived, and the requirements specified in Education Code section 51241(b)(2), related to providing adequate facilities for physical education courses, are waived.
12. Education Code section 60800, requiring each LEA maintaining any of grades 5, 7, and 9 to administer a physical fitness performance test to each student in those grades, and Education Code sections 33352(b)(4) and (5), requiring the California Department of Education to collect data regarding the administration of the physical fitness test, are waived for the 2019-20 school year.

IT IS FURTHER ORDERED that as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 22nd day of April 2020.

A large, stylized handwritten signature in black ink, which appears to be "Gavin Newsom", is written over a horizontal line. The signature is fluid and extends significantly to the right.

GAVIN NEWSOM
Governor of California

ATTEST:

ALEX PADILLA
Secretary of State

COVID-19 Response Action Plan

PUENTE Charter School



2019-2020

Vision: Respond to COVID-19 pandemic responsibly and with high-quality instruction and engagement in service to the PUENTE Charter School community



Prior to School Closures

OBJECTIVES:

- Ensure all proper precautions are being taken so everyone feels safe attending class
- Monitor updates by credible agencies, elevate cleaning within classroom environments
- Be thoughtful when messaging families about hygiene guides and information about COVID19

- **Form Teams**

PUENTE will form two response teams: Operations and Programs

The Operations Team is responsible for

The Programs Team is responsible for communicating messages to families, via flyers and text messages. Team members should have assigned roles and responsibilities to implement the plan of action. Each person involved in the development and refinement of the plan should know his or her roles and responsibilities in the implementation process. Prepare letters for families, prepare lessons for up to three weeks of school closure (to include narrative and lesson plans for families.

- **Plan Development Assessing Needs/Preparations**

Operations Team: Ensure business function deliverable continue via remote work.

Programs & Communications Team: Order Home Connector Notebooks. Share narratives. Daily messages via texts. Practice social distancing. Stagger play and lunch periods to reduce number of children in one area at one time. Switch to sack lunch. Prepare learning packets to include ELA and Math to for three weeks and begin transition to virtual platform for instruction.

- **Stay Informed. Plans to Stay Connected to Families**

- Follow updates suggested by CDC, LAUSD and other credible agencies for information regarding school closure, cancellations of large assemblies, field trips, meetings, events. Ensure all digital websites are working, passwords are updated and/or assessable. Set up trainings to include other trusted staff members. Create plan how often messages will go out, who will write, etc.
- In the event of staff not reporting to work, discuss who will upload videos to YouTube, message children, upload lessons to PUENTE website and process of maintaining line of communication open.
- Train staff to send text blasts, how to use SIS system, take home emergency student information, management systems.
- Ensure all digital websites are working, passwords are updated and/or assessable
- Plans to access computer remotely

School Closures Confirmed

OBJECTIVES:

- Ensure students physiological and psychological needs
- Provide a data-driven distance learning plan
- Reach self-fulfillment needs through differentiation

1. Closely Monitor Information

Our school will closely follow updates and protocol suggested by the WHO, CDC, Department of Public Health, LAUSD, and other credible agencies to best ensure the safety of our students and staff.

2. Communication and Support for Families

- School will communicate via daily text blasts
- The PUENTE website will be updated daily
 - Asynchronous/Synchronous Teaching Videos
 - Events (communication and videos)
 - Student Work
- PUENTE digital media sites (Twitter, Instagram) will be used to promote distance learning and events
- Weekly and/or daily email to parents with student assignments
- Newsletter & Neighborhood Resource Guide
 - Health & Safety
 - School Closure Updates
 - Curriculum & Instruction
 - Community Resources
 - Digital
 - Food
 - Housing
 - Seniors
 - Immigrant Families
- Parent Videos/ Tutorials
 - How to Log in to Seesaw
 - How to Prepare a Learning Environment at Home
 - How to Support Children with Writing

3. Distance Learning Plan

❖ PHASE 1(1 week): Initial Communication and Basic Needs Met

On March 16th teachers will begin to contact all families and ensure that the student's basic needs are met. Phone calls are to be placed by teachers and paraprofessionals to ensure that all of the families we serve have shelter, access to warm meals an electronic device as well as access to the internet. During this time, teachers are to create daily videos that walk students through their daily assignments and provided them with emotional wellness through Calm Classroom. These videos are to be uploaded to the PUENTE website and the link was sent in a text blast to all families daily.

<i>Support</i>		
<i>Teacher</i>	<i>Student</i>	<i>Parent</i>
-Video Creation Training -Daily Staff Meetings	-Daily videos that support the work in their packets	-Initial phone calls

- ❖ *PHASE 2(3 weeks): Synchronous Learning and Resources to Families*
On March 23rd, teachers will begin to provide one hour of daily synchronous learning through ZOOM. We will continue to stay in touch with those that cannot log in daily during the scheduled synchronous learning. In addition, students will be given access to resources like Khan Academy for math and Raz-Kids for reading.

<i>Support</i>		
<i>Teacher</i>	<i>Student</i>	<i>Parent</i>
-ZOOM Training -Weekly lesson planning time with the Dean of Curriculum & Instruction -Staff Meetings twice a week -PD: How to deliver Writing Workshop Virtually	-Teachers will show students how to use the features on ZOOM. -Students will have access to leveled books through Raz-Kids.	-Directions on how to log into ZOOM and Raz-Kids will be emailed (Span/Eng). -Paraprofessionals and teachers will support those families that need additional help (email, phone, video conference).

- ❖ *PHASE 3(5 weeks): Differentiation and Data-Driven Instruction*
On April 13th, the priorities are differentiation and strategic-data driven instruction. In order to support all of the students, we will have several differentiation opportunities. Students that are struggling academically, will be given support in a 1-1 setting daily for 30 minutes. Students at or above grade level will meet with the teacher or paraprofessional in a small group twice a week. Additionally, teachers will return to the units of study that were scheduled on the pacing plan. Teachers will use Seesaw to upload projects that will support their units of study and also to assess student work.

<i>Support</i>		
<i>Teacher</i>	<i>Student</i>	<i>Parent</i>
-Weekly lesson planning time with the Dean of Curriculum & Instruction -PD: How to set up Seesaw -PD: Improving on the communication of assignments	-Teachers will show students how to turn in work on Seesaw. -Students will receive differentiated support. -Students will participate in engaging lessons through project based learning.	-Video Tutorial (Span/Eng) on how to log into Seesaw will be sent in a text blast. -Video Tutorial (Span/Eng) on how to support their children with an appropriate learning environment will be sent in a text blast.

-PD: Differentiation for students (RTI, Book Clubs, SPED) -PD: Project Based Learning Virtually	-Students in book clubs will receive a book in the mail.	-Video Tutorial (Span/Eng) on how to support their children with writing will be sent in a text blast. -Paraprofessionals and teachers will support those families that need additional help (email, phone, video conference).
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❖ *PHASE 4 (4 weeks): Assessments and End of Year Activities*

On May 18th, the end of the year plans began will begin. Students will be assessed on English Language Arts skills through Running Records. These Running Records are to be administered to each child on a 1-1 virtual setting. These assessments will provide us with data on student's reading, writing, listening, and speaking development. This data will help with the planning of summer and beginning of year instruction.

<i>Support</i>		
<i>Teacher</i>	<i>Student</i>	<i>Parent</i>
-Weekly lesson planning time with the Dean of Curriculum & Instruction -Staff Meetings twice a week -PD: Administering Assessments Virtually -Report Card planning by grade level with the Dean of Curriculum & Instruction	-Students will have access to leveled books through Raz-Kids. -Students will ask additional questions on Seesaw.	-Paraprofessionals and teachers will support those families that need additional help (email, phone, video conference). -Coffee with the Principal and Deans Topics: -Updates -Summer School -End of year events - Report Cards & 1-1 Assessments

4. Professional Development & Staff Meetings

Professional Development is planned based on the development of the school closure and distance learning. Such are designed to meet the needs of educators. Below are the topics to be covered:

1. Launching Synchronous Learning through ZOOM
2. Teaching Writing Workshop Virtually
3. Launching Raz-Kids
4. Launching Asynchronous Learning through Seesaw
5. Distance Learning Assignments
6. Differentiation for students (RTI, Book Clubs, SPED)
7. Project Based Learning Virtually
8. Administering Assessments Virtually
9. Report Card Guidelines and Protocols
10. Wellness Wednesdays (weekly)

5. Class Schedules

- ❖ Daily Synchronous Whole Group Instruction (by Teachers and Paraprofessionals)

- i. TK/Kindergarten 11-12 pm
- ii. 1st Grade 12:30-1:30 pm
- iii. 2nd Grade: 9:30-10:30 am

❖ Differentiation (by Paraprofessionals & Campus Aides)

- i. 30 min blocks between 8-2 pm
 - 1. Small Group
 - a. High-Achievers
 - b. 2 times per week
 - 2. 1-1
 - a. RTI Tier 3 Students
 - b. Daily

❖ Theater of Hearts (Synchronous)

- i. Dance Tuesdays (2nd grade ONLY)
 - 1. Class A 2-2:30pm
 - 2. Class B 2:45- 3:15pm
- ii. Storytelling and Theater Thursdays (1st grade ONLY)
 - 1. Class A 2-2:30pm
 - 2. Class B 2:45- 3:15pm

❖ Think Together After School Program

- 1. Offered Zoom Think-Led Synchronous Instruction & Engagement After School

6. Routines

- ❖ Teachers are to send daily class video link to the Dean of Engagement by 3:30 pm
- ❖ Lesson plans and Student Assignment Sheets are to be turned in by 3:30pm on Fridays to the Dean of Curriculum & Instruction
- ❖ Staff is to be available for families through their Google Phone number between the hours of 7-3:30 pm Monday through Friday
- ❖ Staff is to be available via email from 7-3:30 pm Monday through Friday
- ❖ Daily Text Blast sent out at 8 am Monday through Friday

7. Events held Virtually

- Coffee with the Principal and Deans (April 1st & May 20th)
- Read Aloud Wednesdays (April 22, April 29, May 6, May 13)
- Incoming Kinder Orientation (May 21st)
- Awards Ceremony (May 1st & May 19th)
- End of Year Ceremonies (June 19th)

Preparations for Re-Entry

OBJECTIVES:

- Meet weekly with COVID program team
- Discuss possible scenarios / updates from credible agencies
- Discuss parent communication, needed supplies, protocols
- View/discuss other district plans

1. Programs Team

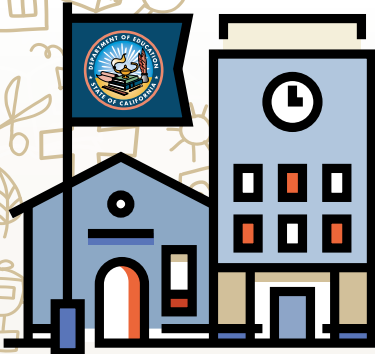
- a. Meet weekly to discuss and review plans for Re-Entry
 - i. CDE
 - ii. LACOE
 - iii. LAUSD
 - iv. Other Districts

2. Supplies Needed

- a. Face Shields
- b. Basic school supplies for students to take home

3. Instructional Models

- a. Distance Learning
- b. Site-Based
- c. Hybrid Model (TENTATIVE OPTION)
 - i. Site Based two days a week (M,W or T, Th)
 - ii. Distance Learning 3 days a week (M,W or T,Th and F)
 - iii. Tier 3 students will attend on Fridays for additional support



STRONGER TOGETHER

A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS



California Department of Education
June 2020

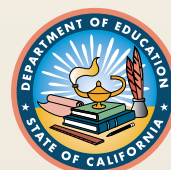




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STRONGER TOGETHER:

FOREWORD **BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

Greetings educational leaders, teachers, classified staff, parents, students, and all Californians:

The effects felt by COVID-19 have been widespread and created impacts unlike anything that we've ever seen. I want to commend the people of California for your resilience and the quick manner in which you moved into distance learning. Thank you for all that you've done to help keep California's students safe and able to continue learning.

As we prepare to move into the likely reopening of our schools, we provide this guidance as a "how to" for safely reopening our schools. In it you will find answers to many questions, including the need for physical distancing and types of recommended personal protective equipment. You'll also learn ways that we will have to rearrange our staff and students in order to ensure that those who are opting for in-person instruction can do so safely.

It has been my honor to lead a statewide reopening schools task force that created a participatory process for our educators and stakeholders to lend their voices. This guidance is also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, and the many health officers from counties around our state. I want to thank the Governor's Office and our partners in the Legislature for their support in this endeavor, and all the staff at the California Department of Education (CDE) who have written and contributed their expertise throughout this document. I especially want to thank Dr. Stephanie Gregson, the Chief Deputy Superintendent at CDE, who served as its chief writer and editor.

We gathered additional input from focus group conversations with teachers, classified staff, child care providers, superintendents, and public health officials. Important voices were heard during virtual support circles with educators, parents, and students. And additional insight came from consultation with state superintendents, researchers, and experts from throughout the nation. Thank you to all those who took time to help review this document, and I look forward to the next steps of our work together to implement this guidance safely.

We know that guidance is only as good as its implementation, so think of this as the beginning of the conversation—not the end. We know that for many of us, this is the toughest challenge that we'll ever face, perhaps in our lifetime. But when it comes to ensuring that California students continue receiving a high-quality education—and doing so safely—we must rise to meet the challenge. Californians, I'm inspired by how you have come together to make it this far.



I couldn't be prouder to be your state superintendent. We are stronger together, we can do more together, and I thank you for all you are doing together to support our 6.2 million students.

Tony Thurmond

State Superintendent of Public Instruction



INTRODUCTION

The COVID-19 pandemic affected entire communities, states, and the world and led us on a journey none of us thought we would experience in our lifetime. Our communities and families have experienced physical, emotional, health, and financial strains. The high levels of stress and trauma experienced during this time have highlighted the resiliency, strength, and power of ourselves and the importance of our school communities.

We know our local educational agencies (LEAs) are all working collaboratively with their local county health officials and community partners to plan on how to safely reopen schools. **The intent of this document is to be a guide for local discussion on reopening schools.** It is not a “one-size-fits-

all” document; rather, it is a document that honors the varied local contexts of each of our LEAs. This guidance document was developed with the most current information known at the time and may be updated as new data becomes relevant. This guide will provide checklists, essential questions for consideration, and examples of best practices. Guidance on standards for quality distance learning is currently being developed by the CDE and will be available on our website. While the guidance by its nature is not a mandate, this guidance serves as a “how to” for LEAs as they plan to safely reopen. LEAs need to work with their local health departments and local stakeholders to ensure that their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

What has been highlighted during this pandemic is the importance of paying attention to the social–emotional well-being of our students, families, and staff. We encourage all LEAs to keep the emotional well-being of all at the forefront of their decision making. This is also a time to reflect on systems that may not have worked for every child, and we encourage you to please continue to eliminate the barriers to student success that existed before the closure. All of this is difficult work and each LEA should work to be inclusive and collaborative from the start of their planning with community stakeholders (i.e., students, families, teachers, staff, local bargaining representatives, school advisory councils, and other partners). LEAs have an opportunity to align and connect their reopening plans with tools such as the Local Control Accountability Plan (LCAP) and safety plans while utilizing inclusive, distributive, and collaborative leadership grounded in continuous improvement. We have an unprecedented opportunity to improve how we care for and educate each child. Let’s work to enhance the public good of our public schools as we implement new, more student-centered designs.



TIMELINE OF THE CDE COVID-19 RESPONSE AND ACTIVITIES

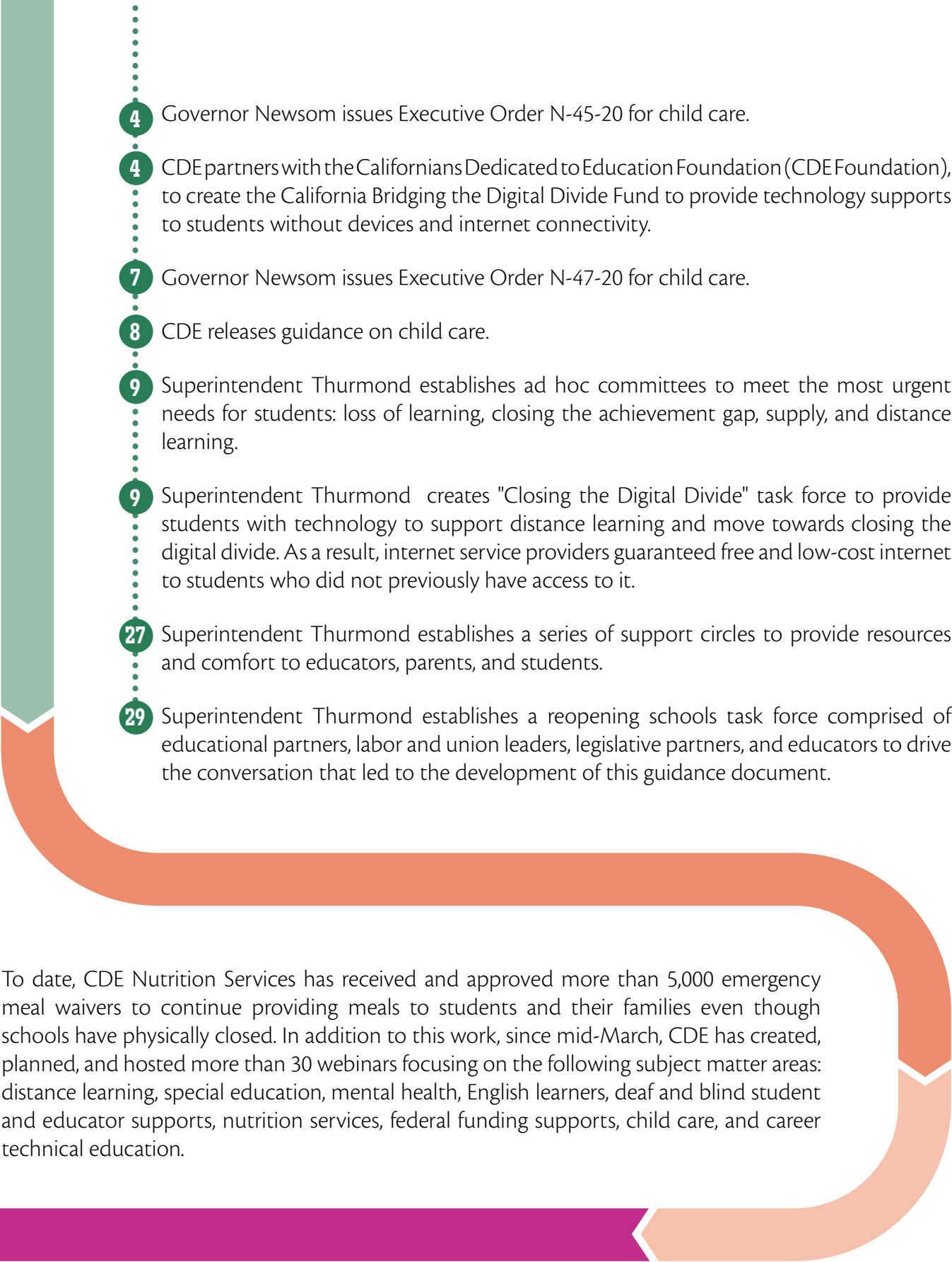
This is a brief overview of key dates and the response efforts of the California Department of Education (CDE).

MARCH 2020

- 13 Governor Gavin Newsom issues Executive Order N-26-20, ensuring state funding for schools even in event of physical closure.
- 17 In coordination with the Department of Health and Human Services, CDE releases guidance on distance learning, child nutrition, and child care.
- 18 Governor Newsom issues Executive Order N-30-20, suspending standardized testing for local educational agencies to take appropriate actions to mitigate the effects of the COVID-19 pandemic while California pursued a federal waiver of testing requirements.
- 19 Governor Newsom issues a stay at home order for the entire state.
- 20 CDE releases special education guidance to support students with disabilities.
- 26 The US Department of Education issues informal approval of Assessment Waiver; joint request from CDE and the California State Board of Education.
- 31 State Superintendent of Public Instruction Tony Thurmond releases a recommendation letter to all schools in the state to consider closing physical campuses to ensure the safety of students and staff through the end of the 2019–20 school year.

APRIL 2020

- 1 CDE releases guidance on graduation and grading requirements.
- 1 CDE releases Labor Management Framework established by the Labor Management Task Force facilitated by SSPI Thurmond.
- 1 Superintendent Thurmond announces Senate Bill (SB) 117 funding is available to school districts.
- 2 The California State Board of Education, CDE, California State University, University of California, California Community Colleges, and the Association of Independent California Colleges and Universities issue a joint statement to waive entrance requirements for college-bound seniors and juniors.

- 
- 4 Governor Newsom issues Executive Order N-45-20 for child care.
 - 4 CDE partners with the Californians Dedicated to Education Foundation (CDE Foundation), to create the California Bridging the Digital Divide Fund to provide technology supports to students without devices and internet connectivity.
 - 7 Governor Newsom issues Executive Order N-47-20 for child care.
 - 8 CDE releases guidance on child care.
 - 9 Superintendent Thurmond establishes ad hoc committees to meet the most urgent needs for students: loss of learning, closing the achievement gap, supply, and distance learning.
 - 9 Superintendent Thurmond creates "Closing the Digital Divide" task force to provide students with technology to support distance learning and move towards closing the digital divide. As a result, internet service providers guaranteed free and low-cost internet to students who did not previously have access to it.
 - 27 Superintendent Thurmond establishes a series of support circles to provide resources and comfort to educators, parents, and students.
 - 29 Superintendent Thurmond establishes a reopening schools task force comprised of educational partners, labor and union leaders, legislative partners, and educators to drive the conversation that led to the development of this guidance document.

To date, CDE Nutrition Services has received and approved more than 5,000 emergency meal waivers to continue providing meals to students and their families even though schools have physically closed. In addition to this work, since mid-March, CDE has created, planned, and hosted more than 30 webinars focusing on the following subject matter areas: distance learning, special education, mental health, English learners, deaf and blind student and educator supports, nutrition services, federal funding supports, child care, and career technical education.



HEALTH AND SAFETY

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. Local educational agencies should work in collaboration with their local health officials in making the decision to safely reopen. Per CDC recommendations, the CDE recommends all staff and students should wear cloth face coverings or face shields while at school or on a bus, and maintain 6 feet of physical distance during school activities.

When the decision is made to reopen, LEAs will need to establish clear plans and protocols to ensure the safety of students and staff. Knowing that there is not a “one-size-fits-all” solution for opening schools across California’s 1,000 LEAs, the CDE has created a comprehensive checklist of health and safety items that LEAs should use to guide the important reopening decisions they will be making. This checklist was developed in consultation with the California Department of Public Health, the California Division of Occupational Safety and Health, school labor and management representatives, California LEAs, and officials from other states to provide a comprehensive menu of considerations for LEAs.

While the checklist focuses on statewide guidance, the final decision to reopen will be made by each LEA working in close collaboration with local health officials and community stakeholders, including families, staff, and labor partners. When a school is reopened, it is important that LEAs continue to communicate with local and state authorities to monitor current disease levels and the capacities of the local health providers and health care systems. Items in the checklist will likely require collaboration between labor and management groups and in some cases a revisit of existing bargaining agreements. These are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening. This checklist will support LEA leaders in their ongoing collaboration with their school communities and health professionals about reopening strategies.

The following checklist covers the following main categories:

- | | | |
|--|---|---|
| 1. Local Conditions to Guide Reopening Decisions | ⋮ | 6. Protective Equipment |
| 2. Plan to Address Positive COVID-19 Cases or Community Surges | ⋮ | 7. Physical Distancing |
| 3. Injury and Illness Prevention Plan | ⋮ | 8. Cleaning/Disinfecting |
| 4. Campus Access | ⋮ | 9. Employee Issues |
| 5. Hygiene | ⋮ | 10. Communication with Students, Parents, Employees, Public Health Officials, and the Community |



CDE HEALTH AND SAFETY CHECKLIST

LEA Checklist for Physically Reopening Campuses for Students



Local Conditions. Ensure that the following local conditions are in place:

- a. Flexibility or Lifting of State Stay-Home Order
 - i. The state has lifted or relaxed the stay-home order to allow schools to physically reopen.
- b. Flexibility or Lifting of County Stay-Home Order
 - i. The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.
- c. Local Public Health Clearance. Local public health officials have made determinations, including, but not limited to, the following:
 - i. Testing Availability. Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.
 - ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.
 - iii. Sufficient surge capacity exists in local hospitals.
- d. Equipment Availability
 - i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.
 - ii. Have a plan for an ongoing supply of protective equipment.
 - iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
 - iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- e. Cleaning Supply Availability
 - i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.
 - ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.



Plan to Address Positive COVID-19 Cases or Community Surges

- a. Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.
- b. In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:
 - i. In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.



- ii. In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.
- iii. Additional close contacts at school outside of a classroom should also isolate at home.
- iv. Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.
- v. Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.



Injury and Illness Prevention Program (IIPP)

- a. Update the [IIPP](#) to address unique circumstances during the COVID-19 crisis and make updates accessible to employees and parents.



Campus Access. Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

- a. Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.
- b. Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.
- c. Students—Entering Campuses
 - i. Passive Screening. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. Active Screening. Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.
 - 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All students must wash or sanitize hands as they enter campuses and buses.
 - iv. Provide supervised, sufficient points of access to avoid larger gatherings.
 - v. Use privacy boards or clear screens when practicable.
 - vi. If a student is symptomatic while entering campus or during the school day:
 - 1. Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.



2. Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.
 3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 4. Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
 5. Advise parents of sick students that students are not to return until they have met [CDC criteria to discontinue home isolation](#).
- vii. Develop a plan for if students are symptomatic when boarding the bus.
- viii. Protect and support students who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study.
- d. Staff—Entering Campuses
- i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected.
 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All staff must wash or sanitize hands as they enter worksites.
 - iv. Exclude employees who are exhibiting symptoms from the workplace.
 1. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place.
 2. Create a procedure for reporting the reasons for the exclusions.
 3. Advise sick staff members not to return until they have met [CDC criteria to discontinue home isolation](#).
- e. Outside Visitors and Groups
- i. Limit access to campus for parents and other visitors.
 - ii. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
 - iii. Review facility use agreements and establish common facility protocols for all users of the facility.
 - iv. Establish protocol for accepting deliveries safely.



v. Charter School Co-locations

1. Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.



Hygiene. Plan to address [hygiene practices](#) to ensure personal health and safety in school facilities and vehicles.

- a. Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
 - i. Providing opportunities for students and staff to meet handwashing frequency guidance.
 - ii. Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
 - iii. Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.
- b. Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
 - i. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - ii. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - iii. [CDC guidance](#) on proper PPE use.
- c. Teach staff and students to:
 - i. Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - ii. Not touch the face or face covering.



Protective Equipment. Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

- a. According to CDC guidance:
 - i. [Training and information](#) should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
 - ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.



- iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- b. Staff Protective Equipment
 - i. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.
 - ii. Provide masks if the employee does not have a clean face covering.
 - iii. Provide other protective equipment, as appropriate for work assignments.
 - 1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.
 - 2. For front office and food service employees, provide face coverings and disposable gloves.
 - 3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
 - A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.
 - B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
 - C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.
- c. Student Protective Equipment
 - i. Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:
 - 1. While waiting to enter the school campus.
 - 2. While on school grounds (except when eating or drinking).
 - 3. While leaving school.
 - 4. While on a school bus.
 - A. Driver has access to surplus masks to provide to students who are symptomatic on the bus.



Physical Distancing. Plan to meet physical distancing standards in school facilities and vehicles. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.

- a. Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)



- b. To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.
- c. In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- d. Student Physical Distancing. LEAs should plan to:
 - i. Limit number of students physically reporting to school, if needed to maintain physical distancing.
 - 1. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.
 - 2. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models.
 - ii. The CDC recommends virtual activities in lieu of field trips and intergroup events.
 - iii. Post signage and install barriers to direct traffic around campus.
 - iv. Buses
 - 1. Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives.
 - 2. Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:
 - A. Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - B. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - 3. Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.
 - 4. Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)
 - 5. Students and staff should wear face coverings at bus stops and on buses.
 - v. Playgrounds/Outside Spaces/Athletics
 - 1. Increase supervision to ensure physical distancing.
 - 2. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
 - vi. Classrooms
 - 1. Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.



2. In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
3. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
4. If necessary, broadcast to other classrooms and students distance learning at home.
5. Increase staffing to ensure physical distancing for younger students and students with special needs.
6. Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
7. Address physical distancing objectives as students move between classrooms.
8. Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.

vii. Food Service

1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.

e. Staff

- i. Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:
 1. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
- ii. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.
- iii. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
 1. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
 2. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.



Cleaning and Disinfecting. Plan to meet cleanliness and disinfecting standards in school facilities and vehicles.

- a. Overall Cleanliness Standards. Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.



- b. In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.
- c. Limit stuffed animals and any other toys that are difficult to clean and sanitize.
- d. In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:
 - i. A [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning.
 - ii. Disinfecting surfaces between uses, such as:
 - 1. Desks and tables
 - 2. Chairs
 - 3. Seats on bus
 - 4. Keyboards, phones, headsets, copy machines
 - iii. Disinfecting frequently—at least daily—high-touch surfaces, such as:
 - 1. Door handles
 - 2. Handrails
 - 3. Drinking fountains
 - 4. Sink handles
 - 5. Restroom surfaces
 - 6. Toys, games, art supplies, instructional materials
 - 7. Playground equipment
 - iv. When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) [List N: Disinfectants for Use Against SARS-CoV-2](#) and follow product instructions.
 - 1. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).
 - 2. Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
 - 3. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - v. When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.
 - vi. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
- e. Make a Plan for Adequate Outdoor Air Circulation
 - i. In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma



symptoms). Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13).

- f. Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- g. Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.



Employee Issues. Engage employees on COVID-19 plans and provide necessary training and accommodations.

- a. Revisit existing bargaining agreement.
 - i. Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.
 - ii. Create a plan for future bargaining that may be necessary as additional issues arise.
- b. Staffing Ratios
 - i. Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
 - ii. Consider rolling staff cohorts to meet needs and avoid overwork.
- c. Develop and provide staff training or utilize state-provided training on:
 - i. Disinfecting frequency and tools and chemicals used in accordance with the [Healthy Schools Act](#), [CDPR guidance](#), and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.
 - ii. Physical distancing of staff and students.
 - iii. Symptom screening, including temperature checks.
 - iv. Updates to the Injury and Illness Prevention Program (IIPP).
 - v. State and local health standards and recommendations, including, but not limited to, the following:
 - 1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - 2. Cough and sneeze etiquette.
 - 3. Keeping one's hands away from one's face.
 - 4. Frequent handwashing and proper technique.
 - 5. Confidentiality around health recording and reporting.
 - vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and [CDC transmission-based precautions](#).
 - vii. Training on trauma-informed practices and suicide prevention.



- d. Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- e. Reasonable Accommodations
 - i. Protect and support staff who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.
 - ii. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.



Communication with Students, Parents, Employees, Public Health Officials, and the Community

- a. School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.
- b. Communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - i. Proper use of PPE/EPG.
 - ii. Cleanliness and disinfection.
 - iii. Transmission prevention.
 - iv. Guidelines for families about when to keep students home from school.
 - v. Systems for self-reporting symptoms.
 - vi. Criteria and plan to close schools again for physical attendance of students.
- c. Target communication for vulnerable members of the school community.
- d. Create a communications plan for if a school has a positive COVID-19 case.
 - i. Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
 - ii. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.
 - iii. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - iv. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.
 - v. Advise sick staff members and children not to return until they have met CDC [criteria to discontinue home isolation](#).
 - vi. Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for [home isolation](#).



INSTRUCTIONAL PROGRAMS

INSTRUCTIONAL SCHEDULING MODELS

As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. There are many considerations and decision-making points LEAs will need to consider in their planning. First and foremost, LEAs planning for their instructional schedule model need to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being.

We understand there are needed statutory changes to accommodate the instructional schedule model examples identified in this document. These instructional schedule model examples do not contemplate California's current instructional time, attendance for apportionment rules, and audit guidelines.

As schools reopen and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options and essential planning questions and action steps for LEAs to consider. LEAs should enter into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model. Guidance on standards for quality distance learning is being developed and will be available on the CDE website.

No matter the instructional schedule model, please continue to work to eliminate the barriers to student success that existed before the closure. We have an unprecedented opportunity to improve how we care for and educate each child. Let's work to enhance the public good of our public schools as we implement more student-centered designs. These suggestions are only a few of the options that may be considered, so please work closely with your community to develop the list of essential planning questions that build on your assets and address your local needs.

Instructional Scheduling Model Options

EXAMPLE A: TWO-DAY ROTATION BLENDED LEARNING MODEL

Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3, Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce



student–teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years.

EXAMPLE B: A/B WEEK BLENDED LEARNING MODEL

Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities. The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LEAs may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction.

EXAMPLE C: LOOPING STRUCTURE

For schools serving grade levels TK–8, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels. Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

EXAMPLE D: EARLY/LATE STAGGERED SCHEDULES

Grade level bands would have staggered start and dismissal times, such as AM/PM rotations (for example, TK–2, 3–5, 6–8, 9–10, 11–12). The bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

Essential Planning Questions/Action Steps for LEAs

- How will the LEA engage with their education partners and staff in collaboratively making the decision of choosing an instructional schedule model?
- How will the LEA create a process for evaluating and adapting models throughout the year with all educational partners and staff?
- As an LEA is contemplating different instructional schedule models, a review of the LEA's infrastructure and resources should be considered in the decision-making process. For example:
 - What technology access and resources are available for students and families?
 - What technology support resources are available for students and families?



- What technology policies are in place to protect private and sensitive student information? Are policies current and compliant with California data privacy laws?
- How does a survey of physical buildings and space inform the instructional schedule model decision?
- How will the LEA survey needs of staff and provide aligned professional learning?
- How will all students' needs be addressed within the instructional schedule model?
- What instructional and social–emotional supports will students and families need?
- How will you measure success and effectiveness of the model?
- What model are other schools in the area choosing to help with consistent and coherent approaches to support families?
- Conduct a survey or review on current teacher/staff, student, and family needs. Review data and determine LEA strengths, barriers, and capacity to support identified needs.
- What is the communication plan for reopening with a new instructional schedule model?
 - LEAs should consider communication for different audiences and critical messages, including
 - ▶ how messages will be delivered and
 - ▶ how to improve the efficacy of communication by identifying and addressing potential language barriers, cultural barriers, and disability accommodations or supports necessary for communicating to families and other audiences.

INSTRUCTIONAL PLANNING

As LEAs choose the instructional schedule model that best fits the needs of their students and families, considerations for intentional planning of instruction will be key to a successful implementation. Instructional planning should include time for general and special education staff to collaboratively plan and learn from each other. To support this collaboration, a system to learn in real time how the learning environment is or is not working for students is essential. Ideally, this feedback loop would allow for school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

Essential Questions for Consideration

- What planning time and infrastructure will teachers and staff need to discuss real-time feedback from students?
- What planning resources will staff need to work together to design and lead changes in their classrooms?
- What data will be collected as a feedback loop on students' experiences to inform planning?
- How will the LEA ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instructional model?
- How will Universal Design for Learning (UDL) be utilized during instructional planning time?
- How will the teacher teams determine essential state standards to focus learning?
- How will staff engage with the student to figure out learning barriers and plan to find innovative ways to meet their needs?



- What academic and social–emotional supports or interventions are provided to those students who are struggling with the instructional program model?
- How will the LEA ensure not only the needs of all students are addressed, but that the decision made will benefit all students, staff, and families?

COLLABORATION AND ASSESSMENT

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This section assists district leadership and school boards as they make reopening determinations related to using assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

Because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. This also engages parents as partners in learning.

Curriculum Frameworks

California's curriculum frameworks are guidance documents for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level. All curriculum frameworks include information on how to ensure access and equity for all students. Much of this guidance includes how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery.

INITIAL SCREENING/DIAGNOSTIC ASSESSMENTS

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Due to interrupted instruction caused by COVID-19, local educational agencies (LEAs) should consider scheduling universal screenings at a variety of intervals. For example, diagnostic assessments can be administered at the beginning of the school year (or in summer if appropriate or feasible).

FORMATIVE ASSESSMENTS/PROGRESS MONITORING

Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.



Essential Questions

- Are there common diagnostic, formative, and summative assessment tools across the district/site for comparative analysis to identify specific targeted student learning needs?
- If assessments must be given at home, how have students been prepared for and given opportunity to practice the protocols for administration? If parent support or guidance is needed, how have they been prepared?
- Is there a clearly defined multitiered system of support that includes guidance for implementing Tier 1 strategies before offering Tier 2 interventions? When and how to offer Tier 2 and Tier 3 supports?
- Do staff have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process? What might this look like in a virtual setting?
- How will districts ensure appropriate accommodations are made for students?

Considerations

- Consider a data management platform to collect, house, and disaggregate local data on a regular basis.
- Consider developing a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data. Rural districts might use this opportunity to connect grade-level teams virtually for collaboration.
- Establish a common protocol for regular and consistent communication to parents.
- Develop a plan to meet the social–emotional needs of the student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning. If diagnostic testing has not been widely implemented in previous years, staff administering the assessments should be sure to clarify the purpose of diagnostic assessments.
- Interventions may include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate. For example, students can implement supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.
- Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. As students are given opportunities to participate in engaging activities, be sure to provide students with ample time to think and develop a solid response, as appropriate.
- When reviewing all assessment data, focus on a continuous improvement learning model.



- Provide professional learning for teachers on diagnostic assessments.
- Existing learning management systems can also provide opportunities to assign students quiz-style assessments that they can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Students can be permitted to complete the assessment multiple times to allow for reteaching.
- Learning goals should be clearly established and explicitly communicated to students. Providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal, provides transparency for students. In a virtual environment, this can include prominently posting the learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.
- Consider using choice boards, which provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after reteaching or receiving feedback. Feedback should be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.
- Consider working with students to develop a portfolio (online or paper), selecting their work products to put in an online file, and submitting reflection videos.

Resources

See [Appendix B](#) for Instructional Programs resources.

SOCIAL-EMOTIONAL LEARNING

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every after-school and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all. LEAs will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision making.

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As students return to campus in classrooms adapted to ensure physical distancing, consider how your local education agency might adapt instruction to account for the following:



- Before school starts, how will the LEA engage with families and provide activities to help families feel comfortable on the school campus?
- Before school starts, how will the LEA engage with staff to help them feel comfortable when returning to their classrooms and schools?
- How will the LEA support staff to integrate SEL practices? What types of professional development will be offered and how often will it be available?
- How will school staff provide non-academic-focused check-ins with students?
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How can we positively communicate the need for physical distancing in the classroom? Children naturally hug, touch, etc. when playing. Consider finding ways to positively reinforce good practices.
- How will we handle students' and/or families' varied understandings of physical distancing measures? Consider age-appropriate lessons on the science behind infection. Such lessons may also be leaned upon when addressing students who express concern when seeing other classmates exhibit signs of allergies or other noncontagious symptoms.
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site? What, if any, exceptions can be made in such circumstances?
- How can we support movement to ensure children are expending adequate energy? As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Consider building in transition activities that allow for movement.
- How do we integrate SEL practices into instructional planning?

As the possibility of a virus resurgence exists, so does the possibility of alternating between virtual learning and in-person classroom activities. The CDE has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and families/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at <https://www.cde.ca.gov/ci/se/seldistance.asp>. Many of these resources can be used inside and outside the classroom.

The CDE is committed to helping educators learn more about SEL and how to infuse social and emotional supports into every child's school experience. The CDE convened a group of experts from different sectors of the education system to advise the best ways to support SEL implementation. The team developed California's Social and Emotional Learning Guiding Principles ([full version](#) and [summary](#)) and a social and emotional learning [resource guide](#). To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/sociallearning.asp>.



SPECIAL EDUCATION

As LEAs make plans to reopen school sites, they are presented with a unique opportunity—to ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation, and to ensure the needs of all students are addressed and the decision benefits all students, staff, and families. As Tucker and Kruse wrote:

We must prepare in a way that is flexible enough to respond to an uncertain future under COVID-19, yet robust enough to ensure that all students—including students with disabilities—have an equal opportunity to succeed over the long term. Doing so can help ensure that equity is built into the foundation of a new era of education.¹

Creating A Universally Designed, Inclusive Plan for Reopening That Plans for the Needs of Diverse Learners and Students with Exceptional Needs

Seize the opportunity to develop an integrated plan for reopening that addresses the needs of students with disabilities from the build. While this is not an exhaustive list, the Special Education Local Plan Area (SELPA) Administrators of California surveyed their membership and provided the following areas to consider as LEAs build their plans to return to school sites.

AREAS IDENTIFIED SPECIFIC TO STUDENTS WITH DISABILITIES (SWD)

The following areas have been identified as overarching areas of concern that should be addressed in reopening planning.

Health and Safety

Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)

- Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- Consider how the LEA will address students with disabilities who refuse or are not able to wear masks.

Planning for Students who are Medically Fragile and/or Immune Compromised

- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks

¹ Eric Tucker and Lindsay Kruse, 2020, “Preparing to Reopen: Six Principles That Put Equity at the Core,” *Getting Smart*. <https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/>.



- Restroom use as well as diapering and toileting
- Paths of travel
- Use of campuses for recess or recreational activities
- Cleaning and disinfecting

Physical Distancing

- Establish any necessary flexibilities for specific students-with-disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine how the LEA will provide related services in instructional models while staying physically distant.
- Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.



Ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the LEA model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required, it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

UTILIZING THE IEP AND CONSIDERATION OF FAMILY NEEDS

Utilize and Update Individualized Education Programs (IEPs)

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.



In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Communicate Openly and Often with Families

Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.

Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

ENGLISH LEARNERS



School closures will have an increased impact on learning acceleration for the 1.1 million English learners enrolled in California public schools. When schools reopen—whether it is via distance learning, physical attendance, or a blended model—it is important that LEAs continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible is attained.

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).



The California English Learner Roadmap Policy

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides LEAs with four guiding principles to support and embrace the English learners they serve:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide LEAs in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that LEAs support English learners' social-emotional well-being. LEAs should ensure that they embrace English learners as the assets they are while also providing them with the support they need to succeed. The same is true for English learner students with disabilities. For dually identified students, a knowledgeable educator should be involved in planning distance learning needs for students with an individualized education program (IEP). The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.

If an LEA is providing remote learning for its students, the LEA must provide language instruction services to English learners. LEAs must continue to provide designated and integrated ELD and have the flexibility to determine how services will be provided to English learners. The LEA can determine where, when, and what students receive in order to continue to make progress toward English language proficiency to meet grade-level academic achievement.

Under state and federal law, there is no required amount of time that must be allocated to English language services. LEAs do have a dual obligation to provide English learners a program designed to overcome language barriers, to address any deficits incurred while learning English. These services may be provided virtually, online, or via telephone.

California schools have over 700 language acquisition programs where students are learning in two languages through dual language or bilingual models, and those should continue to be implemented through the use of technology and support from LEAs that are effectively providing the services. While LEAs may not be able to provide services in the way they normally would during this national emergency, LEAs must make every attempt to continue to provide these services.

As we return to schools, it will be critical to leverage the Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title I, Title III, and federal flexibilities on programs and supports to accelerate learning. Engaging parents and the community in this acceleration can be done with a parent liaison who facilitates family engagement. Using these resources helps ensure equipment, internet connectivity, access to the necessary materials, and professional development for teachers of English learners. Title III funds can support dual enrollment for students to be able to complete the A–G requirements or obtain college credit.

School closures and the reopening process may also impact reclassification. If an LEA was not able to administer the English Language Proficiency Assessments for California (ELPAC) to all students during the 2019–20 school year due to school closures, the LEA should follow the most recent guidance provided



by the CDE: LEAs may not exit an English learner from EL status unless the student has demonstrated proficiency (level 4) on the ELPAC. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners' English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key to supporting English learners during distance learning and throughout the transition to reopening schools. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, an LEA might consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to English learners.



In addition to collaborating with classroom teachers and school, district, and county educators, engaging the parents of English learners remains important during distance learning and school reopening. LEAs have an obligation to ensure meaningful communication with parents of English learners in a language they can understand and to adequately notify parents of the same information about any program, service, or activity that is shared with parents of students who are not classified as English learners. LEAs should translate all mailings and emails to parents to provide access to the information in a language they understand. For parents who are not literate, LEAs may use recorded telephone calls that go to families that include the option to select a language in which to hear the message. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during distance learning and the transition to reopening.

Essential Questions That LEAs Need to Consider

- How will designated and integrated ELD be provided?
- How will we support English learners with oral language development?
- How will we engage English learners' families and ensure they receive information and convey information in a language they understand?
- How will we ensure that the social–emotional and physical health needs of English learners are addressed?
- How will we ensure that English learners have the tools needed to engage in the curriculum, including access to technology as well as access to books or assignment packets?



- How will we track English learners' progress and ensure that all current English learners and reclassified students make progress?
- How will we support English learners who are not making progress toward proficiency?
- How will we provide opportunities for home language development for all English learners and ensure that the home language is seen as an asset?
- How will we address the needs of multilingual students and English learners enrolled in multilingual programs?
- How will we ensure that English learners have access to the full curriculum, including ELD?
- How will we provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning and the transition to reopening schools?

CAREER TECHNICAL EDUCATION

As California begins the process of reopening its schools, special consideration must be given to those that offer programs in career and technical education (CTE). CTE programs and the local educational agencies (LEAs) that offer them need to consider the conduct of instruction, how career counseling should be offered, and the measures required to ensure safety without losing quality work-based learning (WBL) opportunities. For a safe reopening, CTE programs should review the health and safety guidance and checklist as well as guidance for other work sectors that the student may be working in. <https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html>

As schools plan to reopen, reviewing the following 12 essential elements described by the California Workforce Pathways Joint Advisory Committee (CWPJAC) will help create a quality CTE program. These 12 elements are supported by the CWPJAC Guiding Principles. The Guiding Principles and the 12 essential elements are located at <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

CTE programs are part of the comprehensive educational system and must be held to the same general guidelines set by the LEA. However, due to the nature of CTE programs and the hands-on approach that is needed, additional elements must be considered as schools plan for a safe reopening. Please refer to the CDE Career Technical Education page as a starting point for how current CTE students are being served, at <https://www.cde.ca.gov/ci/ct/>. There are also resources for CTE distance learning at <https://www.cde.ca.gov/ci/ct/dl/>.

CTE Instruction

CTE classrooms often engage students in learning activities that stretch the imagination and require critical thinking as well as experimentation. As such, students need to be prepared to enter the classroom or learning space feeling safe and comfortable. When schools are planning for reopening, they should consider what types of instructional models would best match the CTE program goals and ensure students and staff are engaging in a safe manner according to the health and safety guidelines.

LEAs should consider the following as they move to reopen their CTE classrooms.

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.



- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

A high-quality CTE program includes instruction and also engages students in career counseling, leadership, and experiential learning. To reopen schools, all three components need to be addressed along with high-quality CTE instruction.

Career Counseling

Career counseling is an important component for a student when they decide which high-quality CTE program to choose. When schools reopen, they should consider the following with regard to career counseling.

- Since counselors and teachers will likely be able to see students on site but with less face time, they may need to rely on blended instruction with some in-person direction and some via a remote platform. Direction could also be delivered by recorded instruction posted on a class web page.
- Educators should rely on online tools such as the California CareerZone, found at <https://www.cde.ca.gov/ci/ct/cc/>, California Career Center, and mobile apps such as the Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments.
- Educators will need lesson plans and activities developed for distance learning that can be given to students with less upfront direction due to the limited time of in-person instruction.

Experiential Learning

An important component of a quality CTE program is experiential learning. This is where a student is able to gain additional skills through job shadowing, internships, and entrepreneurial experiences. To ensure that students remain safe and healthy while completing this instructional strategy, LEAs should consider the following.

- Work with business and industry partners to develop a plan to maintain distancing requirements while students are on site.
- Look into alternatives to on-site placement. Are there opportunities for virtual industry opportunities?
- Work with teachers on potential methods to supervise and monitor students who are taking part in experiential learning opportunities. Teachers should consider skills being obtained by the student and also notice safety and cleanliness policies.



For long-term preparation, LEAs must explore different modes of delivering work-based learning (WBL), problem- and project-based learning, and how a blended approach of virtual and in-person instruction can create more experiential learning opportunities for students.

Career and Technical Student Organizations

Leadership development through participation in a Career Technical Student Organization (CTSO) provides skills that are necessary to be successful in any career. Critical thinking, consensus building, teamwork, and job readiness skills are a few of the many standards addressed through participation in a CTSO. As a graded component in a CTE course, it is important that the LEAs review the expectations and how they can be accomplished in a safe and healthy way.

Engage students in a process to review their calendar of events in an effort to provide creative alternatives to participation. Some considerations might include:

- Holding monthly meetings in a way that enhances the distancing requirements
- Developing engaging activities that can be completed virtually
- Working with community groups to plan for safely participating in service projects
- Reviewing the LEA's current travel policy and adopting revised strategies to ensure safe and healthy travels, as many CTSO activities are out-of-class and often out-of-town
- Reviewing the current travel restrictions for students and faculty, addressing travel within the community, county, state, and even nationally
- Addressing the need of the travel versus the risks
 - For example, if a group of seven students is traveling within a 30-mile radius to participate in a competition, what would the restrictions be? If the students were traveling the same distance to take part in a meeting, would the same restriction apply? What if the students were participating in a leadership conference with students from other communities?

For many students, their CTE class is what keeps them in school and engaged in learning. Significantly, it is the hands-on learning that takes place within a high-quality CTE program, and it is the social gathering that builds relationships. LEAs are encouraged to provide safe and healthy opportunities for students to develop alternatives that keep the students engaged in the hands-on learning process as well as having the opportunities to be social.

To ensure that learning is occurring, be creative; engage industry partners, teachers, and students; and listen actively. These are big steps that help CDE properly prepare young people to enter the career of their choice and/or elect to continue their education beyond high school.



EXPANDED LEARNING

As school districts consider their options for reopening and redesigning the school day, they should be reaching out proactively to their expanded learning partners. Publicly funded after-school and summer programs operate at more than 4,500 school sites around the state, serving over 860,000 students—more than 80 percent of whom are socioeconomically disadvantaged (California Department of Education 2018).² Expanded learning partners have a unique set of assets and expertise that are particularly important in the COVID-19 era. In particular, after-school and summer programs have an explicit commitment (defined in [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)) to build the positive relationships, safe and supportive environments, and engaging activities that students most need in this time of uncertainty and stress.³

DIFFERENT TYPES OF EXPANDED LEARNING PROGRAMS

After-school and summer programs are often run by nonprofit, community-based organizations, sometimes under contracts with school districts for public funding like the state After School Education and Safety (ASES) Program or the federal 21st Century Community Learning Center (21st CCLC) and After School Safety and Enrichment for Teens (ASSETs). Sometimes these programs operate with private grants and/or charge parent fees. They may run programs on school sites or in the community.

Why: The Science Grounding

Stress has a major impact on the developing brain. The Science of Learning and Development Alliance is a great resource for teachers, administrators, and LEAs to understand how stress affects students (see its research at <https://www.soldalliance.org/resources>). In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members' health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional supports to rebalance their limbic systems and refocus on the task of learning and being productive in a school community.

This is where expanded learning can play a key role. Oxytocin—released through the experience of trusting relationships and safe, calm, predictable environments—acts as a buffer to cortisol, allowing children to access the higher order thinking, planning, remembering, and regulating functions of their limbic system.⁴ Expanded learning programs are an untapped resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families.

2 California Department of Education, 2018, *Characteristics of Schools and Students Participating in After School Programs 2017 Report*. <https://www.cde.ca.gov/ls/ex/documents/lrafterschoolprograms17.pdf>.

3 California Department of Education, 2014, *Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality*. https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028.

4 Turnaround for Children, n.d., "The Science." <https://www.turnaroundusa.org/what-we-do/the-science/>.



Staff in these programs often have had similar experiences of the student population and can quickly form authentic relationships with students. And, because family members sign their children out with staff at the end of the after-school program, expanded learning staff are more likely to have relationships with families, often acting as a bridge to school-day teachers through the ongoing communication that naturally takes place. In fact, during distance learning, some districts have relied on their expanded learning partners to find and re-engage families that they could not reach remotely. Expanded learning programs also focus on creating safe, supportive learning environments that foster a sense of belonging for all students, reinforce high expectations for behavior, and inspire engagement, skill development, and mastery—all of which are enhanced and deepened through the trust built between students and expanded learning staff. In this time of dysregulation and readjustment, expanded learning providers are key allies in reaching students and rebalancing their equilibrium for learning.

How: Innovation, Time, and People

There are multiple models being considered for a redesigned school structure to comply with health standards and physical distancing requirements. After-school programs can help in each model. Across all of the following configurations, expanded learning providers can ensure that students are having positive social interactions with adults and peers in safe and supportive environments that value youth engagement and learning.

STAGGERED TIMES

Some districts may have A and B groups that attend on alternating days or in AM and PM rotations. In either case, expanded learning staff could be

- working with the group that is not currently in class,
- doing innovative and engaging activities that build on the lessons taught in class,
- supporting students in completing projects assigned in class, or
- doing computer science activities, theatre, visual arts, or science to enrich students' learning experiences.

DIFFERENT GRADE LEVELS

Similarly, if districts choose to have in-school programming for younger students and continue distance learning for older students, after-school providers could schedule in-person activities for the older students so that they have opportunities to be with peers, practice social and emotional skills, get support with their school work, and have enriching activities to keep them engaged and active.

EPISODIC DISTANCE LEARNING

Should the pandemic re-emerge and require periodic distance learning, after-school providers can partner in ensuring that all students have remote access to learning and school meals, and are also maintaining connections with adults from their school communities.

ALL IN-PERSON INSTRUCTION

After-school providers will still be essential partners in helping students readjust to the school environment and re-engage with learning.



What: Eager Partners

What are your next steps?

- Find out who is offering after-school and summer programs at or near your schools.
- Invite them to talk about their approach and their programs.
- Engage them in the planning process as early as possible to align with instructional programs to accelerate learning. They often know much about the local community and its resources and opportunities. When asked, they are good at coming up with innovative solutions and flexible models for supporting the students.
- Be clear about your parameters and expectations, and then continue to engage as equal partners. Like you, expanded learning providers are professionals and experts in their field.
- Do any existing memoranda of understandings (MOUs) require updates on modifications to ensure students and staff are safe?



PROFESSIONAL RELATIONSHIPS AND LEARNING

Reopening schools utilizing new instructional models requires special attention to professional relationships and learning. Any large-scale transition for schools can only be achieved with commitment through strong educator supports. Educators must be supported in ways that allow them to focus on student learning. An important part of this support should include building and nurturing staff relationships. This can be achieved by addressing the strain of isolation through video conferencing, digital environments, and time for educators to stay in touch with each other, and by ensuring teachers have agency in determining the focus of professional learning (PL). PL sessions should also be facilitated with adult social-emotional learning in mind, incorporating practices such as welcoming rituals, engagement activities, and optimistic closures.



Implementation of a quality PL system aligned to California's [Quality Professional Learning Standards](#) ensures that the transition to a new instructional program model will result in positive outcomes for students and educators. Schools should conduct surveys of educators and families regarding early efforts to transition to distance learning to analyze what worked well and what needs improvement before transitioning to a new instructional program model. Data should be continuously collected throughout the transition to inform PL and should be disaggregated by student groups in order to identify the most critical student needs. The content of PL experiences should help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. PL should also cover health and safety protocols. Community of practice models should continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.



ESSENTIAL PLANNING QUESTIONS

- How will the school maintain positive relationships among staff?
- What information can we solicit from students, families, and educators about distance learning efforts and a transition to a new instructional program model that can inform PL opportunities?
- What does successful implementation of the new instructional program model look like and what supports do educators need in order to achieve it?
- What PL structures can continue under the new instructional schedule model and what adjustments need to be made in order to maintain quality and safety and accelerate student learning?
- What opportunities will be provided to teachers in order to build their confidence with the new instructional program model?

MODELS AND BEST PRACTICES

[CDE Quality Professional Learning from a Distance](#)

[CDE Distance Learning Guidance](#)

[CDE COVID-19 Webinars](#)

[Learning Forward: Tips for Leading Professional Learning Online](#)

[Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)

[Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)

[Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)



CONTINUITY OF RELATIONSHIPS AND LEARNING PLANS

Through the COVID-19 pandemic the importance of the physical space of schools has been amplified. The physical space of schools is where shared experiences happen, memories are created, connectedness and relationships are built, and meals are shared. When LEAs quickly pivoted to distance learning models, one of the reasons school staff found success was because of the existing relationships and connectedness built during the school year.



Relationships and connectedness are at the core of our healthiest school communities. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings.

When schools are developing their reopening plans it is important to include a plan to ensure that the learning and the connected relationships developed while the school buildings were open can continue if another school building closure occurs. This is also an opportune time for schools that have previously closed for wildfires, other natural disasters, or public safety power shutdowns (PSPS) to include how learning and relationships will continue if those, or similar, disasters occur again.

Below are essential questions for consideration when developing continuity of relationships and learning plans.

ESSENTIAL QUESTIONS FOR CONSIDERATION

- How will LEAs maintain relationships and connectedness when the physical school buildings are closed?
- How will the LEA continue some of the same practices, such as student announcements, even when the physical school buildings are closed?
- How will the LEA continue to provide opportunities for staff collaboration and professional learning?
- How will LEAs create a feedback loop about the experiences of students, staff, and families to inform their ongoing planning and communication?



- How will LEAs consider the diverse needs of all students and plan for common and differentiated social–emotional and academic supports?
- How will LEAs continue their community partnerships to amplify their efforts of continuity of relationships and learning?
- How are all of our relationships becoming more equitable and strengthening our community?



MENTAL HEALTH AND WELL-BEING OF ALL

The entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.

When considering the reopening of schools, LEAs should contemplate not only the physical health of their constituents but also their mental health and wellness and make it a priority within their planning. LEAs should examine the availability and accessibility of mental health resources and supports for their students, families, and staff members as they return to school, continue distance learning, or participate in a blended model. LEAs should ensure that strong partnerships with mental health supports are created and a system is in place to allow for student and staff support referrals without wait time. This checklist is intended to help local LEAs in their planning for the reopening of schools.



TIER 1: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

- What is the LEA doing to promote wellness of students on a daily basis?
 - Conduct universal screening to identify social–emotional needs of students.
 - Share student mental health need assessment data with stakeholders during LCAP stakeholder engagement process.
 - Encourage school boards to adopt policies that support staff and student wellness.
 - Consider strategies to become a trauma-responsive school system to support the school community.
 - Conduct routine check-ins using a trauma- and resilience-informed lens.
 - Develop a system to connect with students and families to promote attendance.



- Engage with students and families using culturally responsive techniques.
- Are staff trained in providing supports through a trauma-informed and responsive lens?
 - Use Psychological First Aid to assess immediate needs and provide support.
 - Use professional development time to increase trauma knowledge and skills.
- What is the LEA doing to reduce the stigma associated with accessing services?
 - Engage staff in professional development about mental health destigmatization.
- Has the LEA adopted a suicide prevention policy?
 - Share the National Suicide Prevention Lifeline 1-800-273-8255 widely. (Include it on staff and secondary student ID cards.)
 - Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Has the LEA engaged the school community and mental health practitioners in a survey to understand its constituents' needs in order to build upon existing assets and determine the current mental health needs of staff, students, and families? (For example, the CDE offers a free [CalSCHLS Learning from Home Survey](#).)
 - Conduct schoolwide mental health assessment that includes trauma and stress.
 - Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).

TIER 1: COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

- How are LEAs engaging community-based and local government partners in supporting the mental wellness of staff and students?
 - Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
 - Suggest all LEAs (county offices of education, districts, and school sites) include information and links to increase access to mental health and wellness resources.
 - Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
 - Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>.

TIER 1: UNIVERSAL SUPPORTS: STAFF WELLNESS

- What supports are available to promote staff wellness and prevent burnout, compassion fatigue, and secondary traumatic stress?
 - Provide trainings on secondary traumatic stress and self-care (e.g., Support for Teachers Affected by Trauma [STAT]).
 - Promote mindfulness techniques and staff social supports.



- Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Provide a monthly informational insert in staff checks about mental wellness and local resources.

TIER 1: CLASSROOM STRATEGIES

- How do LEAs promote safety and consistency in the classroom?
 - Establish and implement daily routines for both in-person and remote delivery.
 - Include stress management or mindfulness practices in daily classroom routine.
 - Consider impact of stress and trauma when assessing and supporting students.
 - Use restorative circles (in-person and virtually).

TIER 2/3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

- What supports are currently in place to assist students and staff with mental health issues?
 - Provide staff with resources from their Employee Assistance Program (EAP).
 - Align district funding, policies, and programs to fully support mental wellness for students and staff.
 - Implement or scale up Social Emotional Learning (SEL) to promote social–emotional competencies among students. Promote and support adult SEL.
 - Maintain or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
- What technology is being used to deliver mental health services remotely? Is this technology platform HIPAA or FERPA compliant? Is it secure?
 - Review district policy and coordinate with mental health partners to ensure confidentiality.
 - Assess what supports are currently in place to assist students with mental health issues.
 - Encourage students to use counseling services as needed. Promote messaging to remove stigma.
 - See that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).
 - Provide information about and access to tele-behavioral health services for counseling services (group, individual).



COMMUNICATION AND COMMUNITY ENGAGEMENT



COMMUNICATION

The COVID-19 pandemic has created intense stress and trauma for the stakeholders schools serve. Any carefully crafted reopening plan will be only as successful as an LEA's ability to maintain trust and credibility through frequent and transparent, two-way communication.

Research on risk communication shows that people are less able to comprehend information when under stress and trust is determined when organizations demonstrate empathy and honesty during a crisis.

CDE recommends that schools develop comprehensive communication plans targeting key audiences—such as students, parents and caregivers, employees, and community members—that are responsive to stakeholder concerns. Implementing clear, consistent, and specific communication protocols will allow everyone to safely reengage in this next transition for schools.

Effective communication plans will:

- Understand and utilize the communication methods preferred by target audiences.
- Determine the desired outcomes of communication efforts and design key messages to achieve them.
- Differentiate key messaging across multiple platforms (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.).
- Include languages other than English.
- Use communication methods that will accommodate persons with hearing and visual impairments.
- Develop frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings. Certainty reduces stress, even when there are not always specifics to share. For example, if plan or action step specifics are not yet available, provide detailed updates and information about the decision-making process and factors being considered (especially as they pertain to stakeholder feedback).



- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes.
- Use existing school resources to amplify messaging: school campus signage, marquees, existing handouts, etc.
- Provide contact information for follow-up questions or concerns.
- Develop a dedicated hotline and web page that includes answers to common questions and that all staff can direct the public to for the latest updates. This measure can reduce the burden on individual employees and will promote message clarity and consistency across schools.
- Encourage consistency of messaging by developing internal talking points for frontline staff, including principals, teachers, office and clerical staff, etc.

Communication strategies leading up to school reopening should emphasize the safety measures undertaken by the school, including personal protective equipment (PPE) for students, teachers, and staff, cleaning and sanitization protocols, physical distancing measures, and mental health and well-being supports. LEAs should also inform parents about the importance of symptom onset and keeping students home when sick. Communication efforts should also outline processes for parent and guardian visits, pick-up, and drop-off.

LEAs should consider partnering with community organizations, local government, health officials, and higher education partners, leveraging trusted third-party messengers to reach a broader audience.

COMMUNITY ENGAGEMENT

As schools begin to plan for reopening, they must actively and authentically engage parents and caregivers, families, and students in the decision-making process in order to build trust and credibility for any plans that are implemented. Effective community engagement will:

- Clearly communicate the organization's objectives.
- Ensure stakeholders understand the ask and their role in the process.
- Specify how and when feedback will be used in the decision-making process.
- Reflect back to stakeholders the feedback received to demonstrate the organization has listened.
- Close the loop and strengthen credibility by communicating how feedback was acted upon.

Examples of effective community engagement strategies include:

- Qualitative and quantitative surveys.
- Focus groups and listening sessions with target stakeholders.
- Previews of draft plans with representative stakeholders to build early understanding and solicit real-time feedback.
- Appointment of representative stakeholders—administrators, students, educators, parents and caregivers, health officers, etc.—to steering committees and task forces charged with developing plans.

EARLY LEARNING AND CARE

Early learning and care (ELC) programs are critical to the California economy. Many essential workers have children who require supervision and care while they perform their essential functions in the community. These children need a safe, quality environment with rich learning experiences and responsive interactions while their parents work.

Many school districts have ELC programs located on the school site that serve infants and toddlers or preschoolers during the day or operate as before or after school programs. The majority of these programs have contracts to provide care that are overseen by the CDE Early Learning and Care Division (ELCD) while other schools might operate an Early Head Start or Head Start program or use Title 1 funds for early learning.

Local school systems may want to consider reopening ELC programs on their campuses even if other classrooms remain closed in order to ensure families in their communities have adequate care for their children while they are at work. (See the [CDC guidance](#) and additional guidance from CDSS as available for more information about making the decision to reopen.)

As LEA ELC programs make decisions about whether and how to reopen in adherence to local and state health directives, they should ensure compliance with all program requirements. To ensure the health and safety of staff and children, programs should utilize resources developed by the California Department of Social Services (CDSS) and by ELCD outlining new regulations and operating procedures.

LEA ELC program providers will need to be well-resourced with cleaning and medical supplies, paying specific attention to handwashing stations, use of PPE by staff—face coverings at a minimum, and disinfecting procedures for all shared surfaces and materials, including toys and other manipulatives. (See [MB 20-06](#) and [PIN 20-06-CCP](#) for additional guidance.) All staff and children should minimally undergo temperature checks at the start of each day and appropriate actions should be taken as health concerns including, but not limited to, a temperature above 100.4 degrees Fahrenheit or known exposures to COVID-19 arise.

LEA ELC program providers should also take steps to ensure their ability to maintain reasonable physical distancing prior to reopening, including the following:





- Adhering, to the extent possible, to best practices guidance issued by the CDSS and ELCD regarding group size and ratios while also maintaining contractual requirements, unless waived.
- Instituting procedures to ensure children are grouped in the same configuration, with the same staff throughout the day and restrict mixing between groups. This may require reconfiguring the physical space (e.g., deconstructing centers to ensure access to all types of activities for all children) or moving children between physical spaces throughout the day.
- Closing or repurposing communal spaces such as cafeterias and libraries while implementing physical distancing procedures. Such spaces may offer opportunities for reconfiguring to support smaller groups of children.
- Maximizing outdoor time for children in accordance with schedules to rotate use and allow for cleaning of any shared materials or equipment.
- Utilizing head-to-toe placement of children and creating physical barriers, as needed, to protect children and ensure distancing during naptimes.
- Staggering arrival and pick-up times to limit direct contact with and between parents and caregivers to the greatest extent possible and creating processes such as curbside pick-up or different doors for entering and exiting to the greatest extent possible.

For additional guidance on implementing physical distancing with young children, see [recommendations from the Center for Disease Control \(CDC\)](#), [recommendations from the University of California San Francisco Child Care Health Center](#), and guidance in [MB 20-06](#).

ELCD will continue to support contractors who are unable to reopen and supplement providers who do reopen as funding and Executive Orders prevail. (See [MB 20-11](#) and [MB 20-06](#).)



SCHOOL SERVICES

TRANSPORTATION

Background

Many LEAs in California operate a school bus program to transport students to and from school. The California school transportation system is the largest mass transportation operation in the state. The system comprises 24,201 public and privately owned school buses, which transport approximately 1,121,857 students to and from school each day.

As the LEAs plan for reopening and decide on their instructional model, transporting students will need to align with the chosen model. Collaboration between the instructional program staff, school transportation staff, and city bus services will be necessary to ensure students reliant on school and city buses will be at school on time. Given the complexities of aligning transportation and instructional models, collaboration and further statewide dialogue on strategies and different scenarios will need to occur. It is critical to plan for the safe transportation of students to and from school during this pandemic.

Best Practices

In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use.

Routing is the responsibility of the transportation providers at local levels. Each LEA or private carrier will need to evaluate the need of the students that are provided transportation. Transportation providers should be assessing their routes now to determine what will work for their individual area by surveying families and collaborative planning with stakeholders.

Loading/Unloading Zones and Bus Stops

LEAs and private carriers need to consider whether there is enough space for physical distancing at bus stops and school loading and unloading zones. Once physical space is confirmed, it is important to inform students and parents and guardians of steps they must





take to keep students and staff safe during loading and unloading. If transportation providers take the temperature of children prior to loading and unloading the school bus, the provider may need procedures in place for proper training to meet local policies.

Physical Distancing on School Buses

- Determine maximum capacity of students for each vehicle while meeting 6-foot physical distancing objectives.
- Create a plan for seating based on maximum capacity determined above. Sample options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - Mark or block seats that must be left vacant.
- Assign a bus aide to ensure distancing and do symptom screenings.
- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Prevent students from walking past each other by taking the following measures:
 - Seat students from the rear of the bus forward.
 - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Require face coverings for students and staff at bus stops and on buses.

Vehicle Cleaning

More information on cleaning practices is available in the [CDC Cleaning and Disinfecting Your Facility Guidelines](#).

NOTE: Wear disposable gloves to clean and disinfect.

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

Carriers and drivers need to look closely at each Vehicle Inspection Approval Certificate (CHP 292) in accordance with [Title 13 CCR 1231 Vehicle Inspection Approval Certificate](#).

Carriers and drivers need to make sure the vehicle's certificate is still valid and that 13 months from the last inspection have not been exceeded in accordance with [Vehicle Code 2807 Lawful Orders and Inspections](#).

Driver Training and Certification

LEAs and private carriers shall ascertain that all drivers meet licensing requirements before operating vehicles.



STUDENT MEALS

Student Meals

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning, and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in schools is extremely important.

As school food service operations transition from serving meals during unanticipated school closures to serving meals in a blended learning school environment, school districts will need to consider national, state, and local health and safety guidelines. It is important that school districts engage school food service directors in district discussions regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals.

School districts will need to consider the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time. This includes applying for state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.



Considerations for Changes in Food Service Operations

HEALTH AND HYGIENE PROMOTION

- Designate a COVID-19 coordinator.
- Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Post signs on how to stop the spread of COVID-19.

CLEANING AND SANITATION

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.



- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders.

MEAL PREPARATION

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and preportioned and prewrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.

ONSITE MEAL SERVICE

- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Consider increasing access points for providing meal service.
- Ensure cleaning of every table between groups of students or meal service times.

OFFSITE MEAL SERVICE (WITH APPROVED USDA WAIVERS)

- Offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
- Consider whether it is feasible to continue to use buses to distribute meals to students.

COMMUNICATION WITH STUDENTS AND FAMILIES

- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods such as social media, newsletters, and school websites.



APPENDICES

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APPENDIX A. CDE HEALTH AND SAFETY CHECKLIST

CDC DECISION-MAKING TREE

Visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf> for guidance on reopening decisions.

CAMPUS ACCESS

- [CDC: What to Do If You Are Sick](#)
- [CDC: People Who Are at Higher Risk for Severe Illness](#)

HYGIENE AND PPE

- [CDC: Hygiene Practices](#)
- [CDC: Using Personal Protective Equipment \(PPE\)](#)
- [CDC: Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

CLEANING AND DISINFECTING

- [EPA: 6 Steps for Safe and Effective Disinfectant Use](#)
- [EPA: List N - Disinfectants for Use Against SARS-CoV-2](#)

EMPLOYEE ISSUES

Information for Staff Training

- [Healthy Schools Act](#)
- [CDPR: California School & Child Care Integrated Pest Management \(IPM\)](#)
- [CDC: Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 \(COVID-19\) in Healthcare Settings](#)

Protect and Support Staff Who Are at Higher Risk for Severe Illness

- [CDC: People Who Are at Higher Risk for Severe Illness](#)

Communication with Students, Parents, Employees, Public Health Officials, and the Community

- [CDC: Criteria to Discontinue Home Isolation](#)
- [CDC: Public Health Recommendations for Community-Related Exposure](#)



APPENDIX B. RESOURCES

Instructional Programs

COLLABORATION AND ASSESSMENTS

Multi-Tiered System of Support

For more information, please visit the California Department of Education's Multi-Tiered System of Support (MTSS) web page at <https://www.cde.ca.gov/ci/cr/ri/>.

Grade Two Diagnostic Assessments

The Grade Two Diagnostic Assessments web page at <https://www.cde.ca.gov/ta/tg/da/> provides more information about the optional diagnostic assessments for students in grade level two for English Language Arts (ELA) and mathematics that meet the requirements of California *Education Code*, Section 60644.

Grade K–8 Assessments

All instructional materials adopted by the State Board of Education include assessments for measuring what students know and are able to do, and also advise teachers how to use assessment results to guide instruction. Thus, if the district is utilizing SBE-adopted materials, standards-based assessments are provided in the instructional materials.

Tools for Teachers

A preview release of Tools for Teachers, the new Smarter Balanced formative assessment component of its system, is scheduled to be available June 16, 2020, at <http://www.smarterbalanced.org/tools-for-teachers/>. Tools for Teachers provides subject- and grade-specific resources intended to help educators apply the formative assessment process during daily instruction.

Curriculum Frameworks

All of the curriculum frameworks discuss the use of assessment of learning. Screening assessments identify students who may need additional supports or instruction, diagnostic assessments provide specific information about the difficulties, and progress-monitoring assessments provide feedback on whether planned interventions to address the difficulties are effective. These assessments can operate in short or medium cycles.

To access the various frameworks, please visit the CDE Curriculum Frameworks and Instructional Resources page at <https://www.cde.ca.gov/re/di/or/cfird.asp>.

Progress Monitoring: Interim Assessments Resources

For resources to support progress monitoring, please see the CDE Smarter Balanced Interim Assessments for ELA and mathematics web page at <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

- More than 160 interim assessments are scheduled to be available August 20, 2020.
- Although developed for grade levels three through eight and high school, the Smarter Balanced Interim Assessments can be administered to students at any grade level (i.e., K–12).
- Results from these assessments will be electronically available to educators within 20 minutes of administration after a school or district coordinator creates the student groups for teachers to access these results.



For practice or training resources visit the California Assessment of Student Performance and Progress (CAASPP) web page at <http://www.caaspp.org/practice-and-training/> or the English Language Proficiency Assessments for California (ELPAC) Practice and Training Tests web page at <https://www.elpac.org/resources/online-practice-and-training-test/>.

For additional information or support for distance learning instructional strategies and learning acceleration, please contact the Curriculum Frameworks and Instructional Resources Division at distancelearning@cde.ca.gov.

For additional information or support for assessments, please contact the Assessment Development and Administration Division at caaspp@cde.ca.gov for CAASPP; elpac@cde.ca.gov for ELPAC; and pft@cde.ca.gov for Physical Fitness Test.

SOCIAL–EMOTIONAL LEARNING

- [CDE SEL and Distance Learning web page](#)
- *California's Social and Emotional Learning Guiding Principles* ([full version](#) and [summary](#)) and social and emotional learning [resource guide](#)
 - To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/socialemotionallelearning.asp>

ENGLISH LEARNERS

The CDE English Learners web page at <https://www.cde.ca.gov/sp/el/> contains state and federal guidance, resources, webinars, program models, and newsletters to assist LEAs with implementing distance learning and the transition to reopening schools. This web page includes:

- Guidance
 - US Department of Education Guidance
 - English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Guidance
 - State Seal of Biliteracy Guidance
 - Distance Learning FAQs
- Resources
 - This section includes resources to support English learners; newcomers; multilingual students; and immigrant, refugee, and migratory students during distance learning and the transition to schools reopening, including supporting their social–emotional needs and physical health.
- Webinars or Models
 - Language Acquisition Programs; Dual Language
 - Distance Learning Designated/Integrated ELD
- English Learner Support Division (ELSD) and Parent Newsletters

The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.



CAREER TECHNICAL EDUCATION

- The Guiding Principles and the 12 essential elements are located at the [Workforce Pathways Guiding Policy Principles page](#)
- [CDE Career Technical Education page](#) as a starting point for how current CTE students are being served
- [Resources for CTE distance learning](#)
- [California CareerZone](#)
- [California Career Center](#)
 - [California Career Center Mobile Applications page](#) featuring Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments
- [Cal/OSHA Industry Guidance](#)

EXPANDED LEARNING

- [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)
- [Science of Learning and Development Alliance resources](#)

Professional Relationships and Learning

- [CDE Quality Professional Learning Standards](#)

MODELS AND BEST PRACTICES

- [CDE Quality Professional Learning from a Distance](#)
- [CDE Distance Learning Guidance](#)
- [CDE COVID-19 Webinars](#)
- [Learning Forward: Tips for Leading Professional Learning Online](#)
- [Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)
- [Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)
- [Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)

Mental Health and Well-Being of All

- [CalSCHLS Learning from Home Survey](#)
- [CDE Resources for Students in Crisis](#)

Early Learning and Care

During the state of emergency, the ELCD released Management Bulletins to guide contractors through the COVID closures. This guidance was developed by ELCD in coordination with CDSS Community Care Licensing Division (CCL), CDE Nutrition Services Division, and the California Head Start State Collaboration Office.

- [MB 20-11](#) COVID-19 Guidance: Emergency Closures
- [MB 20-09](#) COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements



- Please see the following associated webpage:
 - ▶ [Early Learning and Care Resources for Family Engagement and Professional Development](#)
- [MB 20-08](#) COVID-19 Guidance on Procurement and Audits
- [MB 20-06](#) COVID-19 Guidance Regarding Emergency Childcare Services for Essential Workers and At-Risk Populations
 - Please see the following associated forms:
 - ▶ [COVID-19 Self-Certification Form](#) (PDF)
 - ▶ [COVID-19 2020 Confidential Application for Emergency Childcare Services](#) (PDF)
 - ▶ [COVID-19 Temporary Waiver Request](#) (PDF)
- [MB 20-05](#) COVID-19 Guidance on Temporary Waiver of Family Fees
- [MB 20-04](#) COVID-19 Guidance on Apportionment, Attendance, and Reporting Requirements

The links below provide access to guidance documents.

CDSS AND CCL

- [PIN 20-06-CCP](#) (PDF) Social and Physical Distancing Guidance and Healthy Practices for Child Care Facilities in Response to the Global Coronavirus (COVID-19) Pandemic Written in Collaboration with the California Department Education

US DEPARTMENT OF HEALTH AND HUMAN SERVICES

HHS Administration for Children and Families Early Childhood Development [Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education](#)

School Services

TRANSPORTATION

[Cal/OSHA Guidance for Transportation](#)

Vehicle Cleaning

- [CDC: Cleaning and Disinfecting Your Facility Guidelines](#)

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

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STUDENT MEALS

[Cal/OSHA Guidance for Restaurants](#)



APPENDIX C. FREQUENTLY ASKED QUESTIONS (FAQS): SAFE REOPENING OF SCHOOL DISTRICTS

1. What will LEAs do if a teacher has an underlying health condition?

LEAs should work with the teacher to obtain a medical note and may need to consider providing these teachers with accommodations, such as telework or negotiated change in classification or duties.

2. What will the plan be for nonteaching staff with underlying health conditions?

LEAs may need to provide these employees with the ability to work remotely. There may need to be some reassignment of duties that lends to these staff being able to work remotely, or in some other way that meets their need for accommodations, for example, a parent engagement liaison assisting parents with technical support.

3. If students have underlying health conditions or parents/family members have underlying health conditions, what accommodations will LEAs make?

LEAs will likely need to consider providing these students with the option to distance learn so as to protect students and families with compromised health systems from being in harm's way.

4. How will LEAs arrange students and staff to accommodate physical distancing conditions?

LEAs will likely have to maintain small class sizes and limit the number of students in hallways and common spaces. There may need to be a morning session and afternoon session at each school so as to accommodate all students arranged into small class sizes and to offset space limitations.

5. How will LEAs work with early-grade students who, because of their age, may struggle with maintaining physical distance or wearing a mask?

If students from early grades participate in in-person instruction, LEAs may need to arrange them in small groups and may need to increase the number of staff who work with the students in classrooms to help keep students separated in physical distancing ways.

6. How will you manage school spaces (hallways, common areas, etc.) to accommodate physical distancing needs?

Staff will likely need to remind students in hallways and common spaces to maintain physical distancing. LEAs will need to have signage throughout the campus communicating physical distancing requirements.

7. How will you handle requests from parents who state a preference for distance learning instead of in-person instruction for their children?

There are families that may request distance learning and LEAs should consider providing parents, who request it, with the option to learn through distance learning.

8. How will LEAs handle physical education considering the need for physical distancing?

LEAs may need to consider providing physical education through instruction provided to students in small groups or through distance learning where students complete assignments independently.

**9. How will LEAs manage meals during school hours?**

LEAs may need to consider serving meals utilizing different spaces on campus for health and safety reasons. For those with staggered start times, this could be accomplished in ways such as providing “grab-and-go” meals as students who attended a morning session ending by lunch time leave campus.

10. How will LEAs handle physical distancing guidelines during bus transport?

LEAs will need to consider how transportation can best support their chosen instructional model. LEAs may need to consider deploying more buses or bringing students to schools in shifts in order to maintain physical distances on buses. Buses will have to be fully sanitized between each run. CDE recommends that students should wear cloth face coverings and maintain 6 feet of physical distance while on buses.

11. What will LEAs do if students forget to bring a mask or do not have one?

LEAs will likely have to maintain a supply of masks at school for students and staff who forget to bring one.

12. What, if any, temperature-taking procedures will LEAs utilize?

LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students. This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.

13. How will LEAs address hand sanitizing procedures for students?

LEAs may have to establish hand sanitizing stations at all school entrances and on playgrounds so that students and staff can sanitize their hands upon entering and exiting the campus and classrooms.

14. How will LEAs address campus cleaning and sanitizing?

Campuses will have to deploy deep-cleaning schedules at campuses at least daily, frequently disinfecting door handles, handrails, sink handles, restroom surfaces, playground equipment, and shared items. Considerations will need to be made for longer breaks within the instructional day to accommodate handwashing. Occupational safety guidelines should be consulted to determine the interval and the ingredients needed to ensure that desks and surfaces are properly sanitized.

15. How will LEAs handle after-school program needs?

If LEAs offer after-school programs, physical distancing guidelines will have to be followed at all times. School and after-school program staff ratios will need to be adjusted (more staff and smaller student group sizes).

16. How will LEAs address sports and extracurricular activities?

LEAs will need to consult public health experts for when these activities may be safely resumed. LEAs are encouraged to be in touch with their local lead of the California Interscholastic Federations.



17. How will LEAs ensure consistency of instruction across classes and schools in each district? Given that during distance learning the amount and nature of work varied from class to class, how will LEAs promote consistency in districts where there is a blended form of instruction (i.e., in-person instruction and distance learning)?

LEAs will need to engage in a collaborative planning process with teachers to develop a scope and sequence for learning and a continuity of learning plan should future school building closures be necessary.

18. How will locker rooms be sanitized and managed?

These facilities will need to be sanitized daily and possibly after each physical education class or activity.

19. How will students with special needs be served (for example, students with moderate/severe special needs and students who are assigned with a 1:1 paraprofessional)?

LEAs will need to engage in a collaborative Individual Education Plan meeting that provides accommodations for the instructional program model that best meets the needs of the student. This could include how a student would access the support of a 1:1 paraprofessional in a blended learning model or a distance learning model.



APPENDIX D. DEPARTMENT OF PUBLIC HEALTH GUIDANCE

[CDPH Guidance Documents: Coronavirus Disease 2019 \(COVID-19\)](#)



ACKNOWLEDGMENTS

The California Department of Education is grateful for our partners for the consultation, guidance, and collaboration involved in the creation of this document. Thank you for your help encouraging innovation, improving equity, and strengthening the relationship between educators, schools, parents, and community partners. And, most importantly, thank you for providing guidance for safely reopening schools for California's 6.2 million students.

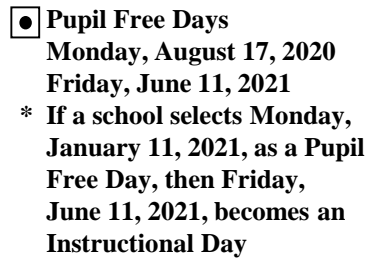
American Federation of State, County and Municipal Employees (AFSCME)
Association of California School Administrators (ACSA)
California Association of School Business Officials (CASBO)
California Charter Schools Association (CCSA)
California Collaborative for Educational Excellence (CCEE)
California County Superintendents Educational Services Association (CCSESA)
California Department of Public Health (DPH)
California Division of Occupational Safety and Health (Cal/OSHA)
California Federation of Teachers (CFT)
California Governor's Office of Emergency Services (CalOES)
California Labor Federation (CLF)
California Parent Teachers Association
California School Boards Association (CSBA)
California School Employees Association (CSEA)
California Special Education Local Plan Areas (SELPA)
California Teachers Association

Service Employees International Union (SEIU) 1000
Service Employees International Union (SEIU) Local 99
Service Employees International Union (SEIU) State Council
Small School Districts Association (SSDA)
SSPI Superintendents Advisory Council

CDE would also like to thank the following people for their contributions creating this document.

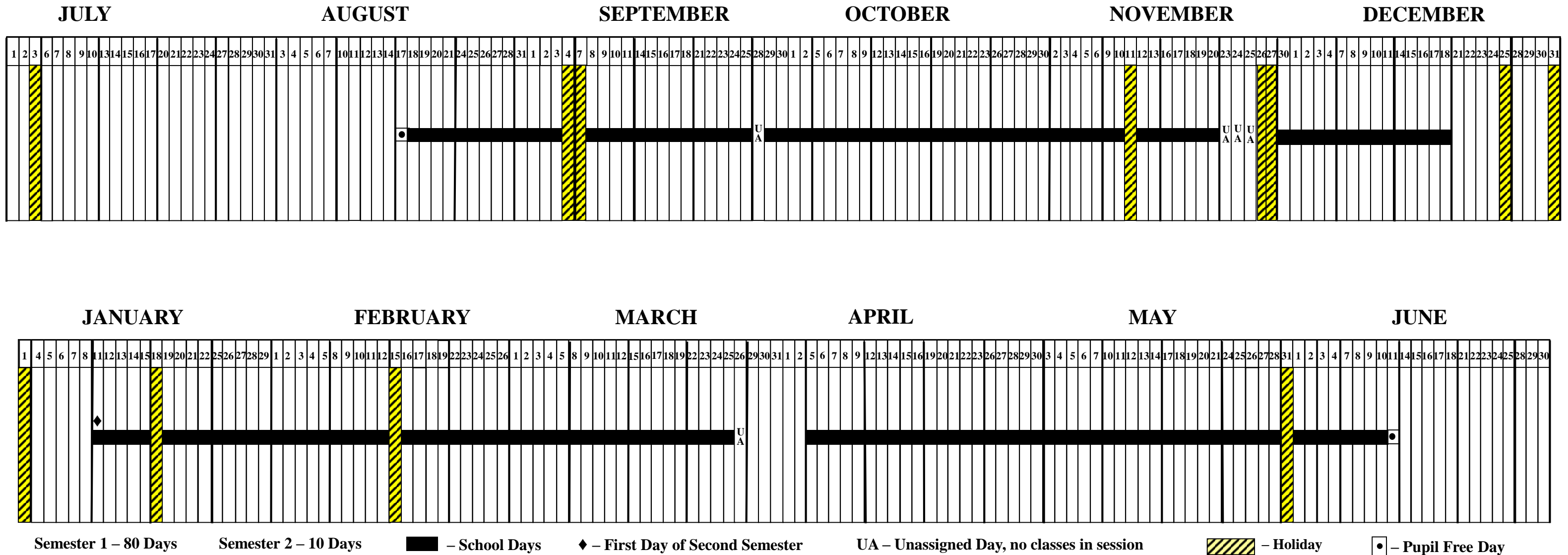
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CDE Press & Technology Services Division



LAUSD Board
Approved
December 12, 2017

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021



07-03-2020	Independence Day Observed	11-26 & 11-27-2020	Thanksgiving Holiday	03-26-2021	Cesar E. Chavez
08-18-2020	First Day of Instruction	12-21-2020 thru 01-08-2021	Winter Recess		Birthday Observed
09-04-2020	Admission Day	♦ 01-11-2021	Second Semester Begins	03-29 thru 04-02-2021	Spring Recess
09-07-2020	Labor Day	01-18-2021	Dr. Martin L. King, Jr.'s Birthday	05-31-2021	Memorial Day
11-11-2020	Veterans Day	02-15-2021	Presidents' Day	* 06-10-2021	Last Day of Instruction

Comp Therapy

ASSESSMENT, CONSULTATION, SERVICES, STAFFING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1st, 2020 by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") 111 N. Jackson St. Suite 202 Glendale, CA 91206 and PUENTE Charter ("Client") located at 501 S Boyle Ave, Los Angeles, CA 90033 ("service location").

RECITALS

Comp Therapy (Comprehensive Therapy Associates, Inc.) is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education which engages in providing education and consulting services to education and social services agencies. Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its charter schools ("Service Location"). Client wishes to engage Comp Therapy to provide certain services with respect to education and/or other social services and Comp Therapy wishes to provide such services, pursuant to the terms and conditions set forth below:

AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2020 (the "Commencement Date"), and shall continue until 11:59 p.m. on June 30th, 2021 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances and regulations relating to its business in general and the provision of special education services.
- b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will identify the credentials and/or licenses held by each Comp Therapy Personnel.

Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy personnel who provide Services directly to students under this Agreement. An officer of Comp Therapy shall certify to Client that Comp Therapy Personnel providing instruction or therapy services hereunder are trained to and accept full responsibility to act as mandated child abuse reporters pursuant to California State Law.

- c. Comp Therapy shall conduct all required background and qualification checks, including but not limited to Live Scan fingerprinting of personnel through the Department of Justice ("DOJ") database as required by the applicable law and, upon receipt of DOJ clearance, certify to Client that no Comp Therapy Personnel working with students of Client have been convicted of a violent or serious felony (as defined by applicable law) or are the subject of a criminal action pending upon charges of commission of a violent or serious felony (as defined by applicable law).
- d. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

B. INSURANCE

- a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:
 - i. General and Professional Liability. General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit Comp Therapy agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.
 - ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

3. RESPONSIBILITIES OF CLIENT

A. COMPLIANCE WITH LAWS

- a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all rules relating to Special Education related requirements.

B. INSURANCE

- b. Insurance Obligations of Client. Client shall procure and maintain the following insurance while this Agreement is in effect:
 - i. General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Two Million Dollars (\$2,000,000) annual aggregate per incident and Three Million (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.
 - ii. Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing services to students in the Program; insurance shall comply with all applicable legal requirements.

C. ADDITIONAL RESPONSIBILITIES OF CLIENT

- a. Client shall provide Comp Therapy Personnel with a safe and secure work site, any and all appropriate information, equipment, furnishings and space for Comp Therapy Personnel to conduct their work as requested at no additional cost to Comp Therapy.
- a. Provide Comp Therapy personnel with all necessary student information, including documents in Client's possession, so that Comp Therapy is able to properly carry out services and duties listed under this Agreement. Such information and documents may include but are not limited to individual needs of students in the Program, evaluations, reports, observations, and details regarding the student's health history.
- b. Notify Comp Therapy at least 10 business days in advance of any new Services requested by the Client that were not originally listed on Exhibit A. Unless otherwise agreed to in advance, Comp Therapy shall have up to 5 business days after such notice to notify the Client whether it has the ability to carry out the new

requests, whether the new requested services are outside of its agreed Services to be provided as detailed on Exhibit A, or if the requested service(s) would change any existing fee structure.

4. COMPENSATION AND METHOD OF PAYMENT

Payment Terms, Bill Rates, and Fees

- A. Client will pay Comp Therapy for Comp Therapy's services at the rate(s) stated on Exhibit A, and will also pay any additional costs or fees set forth in this Agreement.
 - a. Comp Therapy will provide invoices by the 15th of each month for services provided the preceding month. Comp Therapy will provide Client with copies of service logs from Comp Therapy personnel who provided services at designated Service Location.
 - b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of the date of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's services under this agreement at Comp Therapy's sole discretion. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Client shall be responsible for any and all related expenses including but not limited to any reasonable attorney and court fees, in relation to collection activates by Comp Therapy for any related unpaid undisputed balances.
 - c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Comp Therapy and Client shall use their best reasonable good faith efforts to resolve such dispute within the thirty (30) calendars day period following such notice, and Client will provide to Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below. The failure of Client to notify Comp Therapy as to any disputed invoice or portion thereof in writing within thirty days pursuant to this subsection shall be a stipulation by Client that the charges therein are accurate and shall be a waiver of any objection to those charges in any future disputes or proceedings.

5. NO HIRING AGREEMENT

- A. Client recognizes that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client recognizes that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such Client agrees to a 365 day "No Hire" period for any of Comp Therapy's employees. As such, if the Client uses the services of a Comp Therapy Personnel as its direct employee, independent contractor or sub-contractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$5,000. Comp Therapy has sole discretion to modify, waive or reduce the placement fee.

6. CONFIDENTIAL INFORMATION

- A. Comp Therapy and Client agree to keep confidential and to not disclose to third parties any information provided by Comp Therapy pursuant to or learned by Client during the course of this Agreement unless Client has received the prior written consent of Comp Therapy to make such disclosure. This provision shall survive expiration and termination of this Agreement. Comp Therapy and Client warrant that all of its operations are compliant with all federal and state laws, rules and regulations pertaining to privacy and/or security of personal data. Client agrees that it will not share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all data fields and all records to be provided, and receiving written authorization from CTA giving permission for the Client to provide the data to a third party.

7. INDEMNIFICATION AND LIMITATION OF LIABILITY

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.

8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Comp Therapy reserves the right to immediately terminate this Agreement in the event:
 - a. Client breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;
 - b. If required by law or regulation; or
 - c. If Client becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against Client, or Client makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws
- C. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

9. INDEPENDENT CONTRACTORS

- A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering services.

10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.

- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the party against whom the waiver, amendment, or modification is to be enforced.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.
- C. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.
- D. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.
- E. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.
- F. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.
- G. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.
- H. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.
- I. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered

mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

11. CONFLICTS OF INTEREST

- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

12. NONDISCRIMINATION

- A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

13. RECORDS

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of five (5) full years or longer as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles.

14. PRESS RELEASES

- A. Comp Therapy shall not refer to the existence of this Agreement, nor use the name of or make reference to Client for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client's Chief Development & Communications Officer. Comp Therapy acknowledges that remedies at law may be inadequate to provide Client with full compensation in the event of Comp Therapy's breach of this provision, and that Client shall be entitled to seek injunctive relief in the event of any such breach.

15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.
- B. Comp Therapy agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of Comp Therapy's security obligations, or any other event requiring notification under applicable law, Comp Therapy agrees to:
- a. Immediately notify Client of such event with 24 hours of discovery; and
 - b. Cooperate with Client to inform all such individuals in accordance with applicable laws; and
 - c. Indemnify, hold harmless, and defend Alliance College-Ready Public Schools and its Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons, and Alliance Schools and their Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons from and against any claims, damages, fees, or other harm related to such a data breach.
- C. Within thirty (30) days after termination of this Agreement, Comp Therapy will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to Client as well as purge any copies of the personally identifiable information. Comp Therapy agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision.

Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

Puente Charter

Printed Name: _____

Title: _____

Signature: _____

Date: _____

Comp Therapy

Printed Name: Daniela Garcia, MS, Special Education

Title: Regional Director

Signature: 

Date: 6/9/2020

Exhibit A

ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	In-Person Hourly Rate	Virtual Hourly Rate
Program Initiation/Set-Up Fee	\$ 450 annual one-time	\$ 450 annual one-time
Program Administrator/Consultation	\$ 150	\$ 150
Adapted Physical Education (APE)	\$ 135	\$ 125
Assistive Technology (AT)	\$ 135	\$ 125
Augmentative Alternative Communication (AAC)	\$ 135	\$ 125
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	\$ 45	\$ 42
Behavior Intervention Development (BID)	\$ 110	\$ 105
Functional Behavior Assessment (FBA) Completed by Board Certified Behavioral Analyst (BCBA)	\$ 110	\$ 105
Case Manager / Academic Assessment	\$ 105	\$ 100
Counseling / Mental Health Services		
ERICS Counselor	\$ 110	\$ 105
Marriage and Family Therapist (MFT)	\$ 110	\$ 105
Pupil Personnel Counselor (PPS)	\$ 90	\$ 85
Deaf and Hard of Hearing (DHH)	\$ 135	\$ 125
Health Services		
Certified Nursing Assistant (CNA)	\$ 35	\$ 32
Licensed Vocational Nurse (LVN)	\$ 45	\$ 41
School Nurse/Registered Nurse (RN)	\$ 95	\$ 85
Health Assessment	\$ 300 flat rate	\$ 85
Vision, Hearing, and Scoliosis Screening	\$ 6 per student	N/A
Occupational Therapist (OT)	\$ 110	\$ 105
Certified Occupational Therapist Assistant (COTA)	\$ 80	\$ 75
Psycho-Educational Assessment	\$ 110	\$ 105
Psycho-Educational Assessment – Bilingual	\$ 135	\$ 125
Psycho-Educational Independent Education Evaluation - IEE	\$ 150	\$ 150
Specialized Academic Instructor (SAI)	\$ 65	\$ 60
Specialized Academic Instructor Aide (SAIA)	\$ 40	\$ 35
Speech-Language Pathologist (SLP)	\$ 110	\$ 105
Speech-Language Pathologist Assistant (SLPA)	\$ 80	\$ 75
Interpreter Services	\$ 90	\$ 85
Translation Services – Written Reports/IEPs	\$ 95	\$ 90

In compliance with California law and code, Comp Therapy and Client must ensure that all its non-exempt employees are provided with the required number of breaks as prescribed by law when services are provided at Client work site.

ASSESSMENTS

Student Unavailable: For all scheduled assessments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which may hinder the assessor's ability to assess the student. Failure to notify the assessor or Comp Therapy of student absence or a change in schedule will result in a 2-hour service charge.

Off Site Hours: Off-site hours will be billed in 15 minute increments. Assessment Reports, IEP Development, Compliance Review, and/or Consultations may be provided/completed off-site.

Rush Rate: Client must submit request for assessment allowing at least 45 days for completion of assessment. If Client requests an assessment to be completed within 30 days or less of deadline Client will be charged RUSH RATE of \$135 per hour.

RELATED SERVICES

Minimum Service Charge: There is a 3-hour on-site minimum for all services providers, except BII services have a 4-hour on-site minimum.

Schedule Change: For all scheduled assignments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which the employee will not be able to provide services. Failure to notify the provider or Comp Therapy of student absence or a change in schedule will result in a 3-hour service charge.

BII Student Service: Client will be charged 4-hour service charge if student is absent or schedule change that was not notified to BII provider and BII was in route or at school site. Failure to notify the provider or Comp Therapy of student absence or change in schedule will result in 4-hour service charge. Comp Therapy employees may also work on other duties related within their scope of practice during the time a student is absent from their schedule assignment.

Cancellation of Meetings: If the event that a meeting is cancelled or postponed, Client must inform provider at least one day in advance. Failure to notify the provider change or cancelled meeting will result in a 1-hour service charge. If meeting is cancelled while provider is on site, Client will be billed a 1-hour service charged.

Off Site Hours: Off-site hours will be billed in 15 minute increments which may include: IEP Development, Compliance Review, Documentation/Prep, and Consultations.

Request for Providers: Clients can reserve service providers or assessors in advance; however, Comp Therapy does not guarantee a specific service provider or assessor may be available. When placing providers, Comp Therapy always evaluates the needs of each Client.

IMPORTANT: All provider inquiries and change in providers must first be communicated with Comp Therapy Director and not directly with the provider.

Billing Descriptions for Related Service Providers

Description	Action Item	Average Billing	Maximum Billing
Direct Services	Provide direct services to students	Start to End Time	Start to End Time
Documentation	Session Notes	5 mins per student	10 mins per student
Prep Time/ Treatment Planning	Prep Time (per school)	30 mins per day	1 hour per day
IEP Development	Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Updating present levels of performance - Creating new goals - Updating services - Updating IEP information before/after IEP meeting to reflect IEP team decisions	1 hour	2 hours
IEP Meeting	IEP Meeting	Start to End Time	Start to End Time
Compliance	Review PLP/goals, add one new student to current caseload, update schedule	15	30
	Set-up new caseload of more than one student. Review PLP/goals, create schedule/groups	Start to End Time	Start to End Time
	Service Delivery Report (weekly, monthly)	15	30
	Progress reports (due during Report Card period; 3-4 times per year)	5 mins per student	10 mins per student
	Collaboration with school site lead / sped team (email, phone, text, in-person, teleconference)	Start to End Time	Start to End Time
Consultation	Teacher/Parent Consultation	Start to End Time	Start to End Time

CONTRACT AMENDMENT

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

5 Pages

Renewal (Extension Number)	Agreement Number (Base year)
3	201601
Amendment	
3	

1. This Agreement is entered into between the School Food Authority and Contractor named below:
SCHOOL FOOD AUTHORITY'S NAME
PUENTE Learning Center
FOOD SERVICE MANAGEMENT COMPANY'S NAME
School Nutrition Plus, Inc.
2. This amendment is effective **July 1, 2020** and amends our original contract. The amendment remains in effect until termination of current contract.
3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

NOTE: The following terms have been amended to reflect current federal regulation.

The following prices are in place for the new term, July 1, 2020-June 30, 2021 per the CPI increase of 3.2% for foods consumed away from home.

Breakfast: \$2.02

Lunch: \$3.41

Snack: \$.91

II. General Terms and Conditions

iv. Contract Cost Adjustment (Note: Modifies previous clause)

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home in Los Angeles, such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

x. Subcontract/Assignment (Note: Modifies previous clause)

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

Q. Sanctions (Note: New section)

If the FSMC fails to perform the contract terms,

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance,
- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA
- List other sanctions that the SFA and/or their legal deem appropriate

W. Breach of Contract (Note: New section)

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

X. Penalties (Note: New section)

Costs resulting from the SFA's violations, alleged violations of, or failure to comply with, Federal, State, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

IV. Food Service Program

B. School Food Authority Responsibilities

16. (Note: New clause) The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced price, and paid reimbursable lunches to all eligible children (7 *CFR*, Section 210.16[a]).

XIV. Buy American Requirements (Note: New section)

A. Food Service Management Company Responsibilities

1. The Food Service Management Company (FSMC) must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo [SP 38-2017](#)).
2. The FSMC must notify the SFA in writing at least 10 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:
 - a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or

- b) Why competitive bids reveal the cost of domestic product are significantly higher, greater than 2%, than the nondomestic product.

B. School Food Authority Responsibilities

1. The SFA shall maintain documentation outlining the justification for supporting their use of an exception to the Buy American requirement **prior** to accepting nondomestic agricultural commodities or products. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an onsite administrative review and an offsite procurement review.
2. The SFA shall monitor the contract to ensure that the correct domestic food components contracted for are delivered as required by 2 *CFR*, Section 200.318(b) unless the FSMC has received prior approval from the SFA for nondomestic agricultural commodity or product.
3. The SFA must ensure FSMC compliance with the Buy American Provision in accordance with their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as the process for requiring FSMCs to certify the domestic percentage of the agricultural food component of products.

V. U.S. Department of Agriculture Foods

A. Food Service Management Company Responsibilities

5. (**Note:** Modifies previous clause) The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (7 *CFR*, Section 250.51[d]).

B. School Food Authority Responsibilities

4. (**Note:** New clause) The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to donated foods (7 *CFR*, Section 250.53[a][12]).

Scope of Work (Additional Language)

(Note: Small, Minority, Women Business and Buy American language was not previously included in the Scope of Work)

I. Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The FSMC shall comply with 2 *CFR*, Section 200.321 (as applicable).

J. Buy American

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51% or more by weight or volume) using agricultural commodities that are produced in the U. S. as provided in 7 *CFR* 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The Food Service Management Company (FSMC) must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:
 - a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal the costs of a domestic product are significantly higher than the nondomestic product.
 - b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions.
 - c) A list of alternative domestic substitutes for the SFA to consider for delivery instead of the nondomestic agricultural product.

C. Menus

(Note: Modifies first paragraph of this section) Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (7 *CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

FOOD SERVICE MANAGEMENT COMPANYCONTRACTOR'S NAME *(If other than an individual, state whether a corporation, partnership, etc.)***School Nutrition Plus, Inc.**BY *(Authorized Signature)*DATE SIGNED *(Do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

Emily Burson; President

ADDRESS

6424 Clara Street, Bell Garden, CA 90201**SCHOOL FOOD AUTHORITY**

SCHOOL FOOD AUTHORITY NAME

PUENTE Learning CenterBY *(Authorized Signature)*DATE SIGNED *(Do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

Jerome Greening; CEO

ADDRESS

501 S. Boyle Ave., Los Angeles, CA 90033



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2020-21, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$212,500. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.



CONFLICT OF INTEREST POLICY FOR BOARD OF DIRECTORS

PURPOSE

Because of its public and charitable purposes, PUENTE Learning Center (Corporation) has a special obligation to uphold the public trust. Each director, officer, and employee of the organization, therefore, is required to conduct all the affairs of the Corporation in the best interest of the Corporation, to avoid the appearance of a conflict between his or her personal interest and interests of the Corporation and to ensure that he she does not benefit personally from his or her position as a director, officer or employee. This obligation also requires that the Board of Directors be fully informed regarding transactions and arrangements into which the Corporation enters and with respect to which directors, officers or employees may have an interest. To ensure fairness in Board's decision-making processes and to protect the Corporation's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of any of its directors, officers, agents, consultants and employees, the Board of Directors (the "Board") has adopted the following Conflicts of Interest Policy.

DEFINITIONS

Interested Person – Any director, officer, employee, agent, consultant or member of a committee of the Board who has a direct or indirect Interest, as defined below, is an Interested Person.

Interest – A person has an Interest if the person or his or her family member (including a parent, sibling, spouse or child) has, or in the near future will have, directly or indirectly:

- A compensation arrangement or other interest in a transaction with the Corporation or with any entity or individual with which the Corporation has entered into a transaction, or
- An ownership or investment interest in or affiliation with any entity with which the Corporation has entered into a transaction or arrangement, or
- An ownership or investment interest in or compensation arrangement or other affiliation with any entity or individual with which the Corporation is negotiating, or contemplating negotiating, a transaction an arrangement.
- Any involvement with a project or other matter in the Corporation has an interest.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

PROCEDURES

Duty to Disclose – Upon the first knowledge by an Interested Person that the Corporation, the Board or a committee thereof is considering or has considered a transaction or arrangement with

an entity or individual with which the Interested Person has an Interest, the Interested Person must disclose the existence and nature of his or her Interest to the Committee.

Procedures for Addressing the Conflict – After disclosure of the Interest, the Interested Person may not participate in consideration of the proposed transaction or arrangement, shall not vote on such transaction or arrangement, and shall not be present for the consideration of or vote on such transaction unless the Board (or its committees) requests information or interpretation from the Interested Person. The Board (or its committees) shall then determine whether the transaction or arrangement is in the Corporation's best interests and is fair and reasonable to the Corporation and shall make a decision whether to enter into the transaction or arrangement in accordance with such determination. Such determination shall be made by a vote sufficient for such purpose without counting the vote of any Interested Person.

In determining whether the transaction or arrangement is in the Corporation's best interests, there shall be a review of available information regarding the cost or benefit of comparable transactions or arrangements, if any (and may investigate whether the Corporation should and is able to obtain with reasonable efforts a more advantageous transaction or arrangement that would not give rise to an Interest.) A disinterested person or committee may be appointed to investigate alternatives to the proposed transaction or arrangement.

Interested Directors or committee members may be counted in determining the presence of a quorum at a meeting which authorizes such a transaction or arrangement.

Records of Proceedings – The minutes of the Board or the Committee considering the Interest of an Interested Person shall contain:

- The names of the Interested Person(s) who disclosed or otherwise were found to have an Interest,
- The nature of the Interest,
- A record of any determination as to whether a transaction or arrangement was in the best interests of and fair and reasonable to the Corporation, notwithstanding the Interest, and the specific reasons supporting such determination, and
- The names of the persons who were present for the discussions on the transaction or arrangement and a record of any votes taken in connection therewith.

Violations of the Conflict of Interest Policy – If the Committee has reasonable cause to believe that an Interested Person has failed to disclose an actual or possible Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. If, after hearing the response of the Interested Person and making such further investigation as may be warranted in the circumstances, the Committee determines that the Interested Person has in fact failed to disclose an actual or possible Interest, it shall take appropriate disciplinary and corrective action which may include: a) reconsideration of whether transaction or arrangement was in the best interests of and was fair and reasonable to the Corporation at the time it was undertaken; b) recommending the Interested Person's removal from Board; c) any other action.

Compensation Decisions – An Interested Person may not be a member of any Board committee that has the responsibility for fixing his or her compensation. A voting member of any committee of the Board charged with fixing the compensation of officers of the Corporation and who receives compensation for services such as an officer, may not be present for or participate in the discussions regarding, or vote on matters pertaining to, his or her own compensation.

Annual Statements - Each member of the Board shall annually sign a statement which affirms that such person: (a) has received a copy of this Conflicts of Interest Policy, and (b) has read and understands this Policy, and has agreed to comply with this Policy.

Periodic Review – To ensure that the Corporation operates in a manner consistent with its charitable purposes and its federal tax exemption, periodic reviews may be conducted, in appropriate cases, to determine whether compensation and benefits arrangements and other transactions are reasonable and the results of arms-length negotiations.

Confidentiality – Except with Board approval, and as used for the Corporation's purposes, the Committee shall maintain the confidentiality of information submitted in implementing this policy.



ANNUAL STATEMENT

1. Do you (or a member of your immediate family) have an Interest (as defined in the conflict of interest policy) in any individual or entity who competes with the Organization?
YES _____ NO _____.
(If yes, please list on an attached sheet each such individual person or entity and the nature of the interest.)
2. Do you (or a member of your immediate family) have an Interest in any individual or entity who does business with, or seeks to do business with, or reasonably can be expected to do or seek to do business with, the Organization?
YES _____ NO _____.
(If yes, please list on an attached sheet each such individual person or entity and the nature of the interest.)
3. Is there any other Interest, either directly or through a member of your immediate family, that could be construed as potentially affecting your independent, unbiased judgment in making decisions or carrying out responsibilities for the Organization?
YES _____ NO _____.
(If yes, please list on an attached sheet each such individual person or entity and the nature of the interest.)
4. During the past 12 months, have you or has any member of your immediate family received any gifts, loans or other thing of value from any person or entity who competes with the Organization, or who does or seeks to do or reasonably can be expected to do or seek to do business with the Organization?
YES _____ NO _____.
(If yes, please list on an attached sheet each such individual person or entity and the nature of the interest.)
5. Please note on an attached sheet any other facts of which the Organization should be aware in order to protect the Organization's best interests and honor the spirit as well as the letter of the Conflict-of Interest Policy.

I certify that the information set forth above and in any attachments to this disclosure form is true and complete to the best of my knowledge.

I acknowledge that I have received and reviewed the current Conflict of Interest Policy of PUENTE Learning Center, I agree to abide by that Policy and I agree to sign this Policy once a year at the end of the fiscal year.

I understand that under the Policy it is my obligation to make timely disclosures in advance, and refrain from participating in or influencing decisions or transactions with respect to which I have a conflict of interest, regardless of whether or not the information has previously been listed on a Disclosure Form.

Print Board Member's Name

Board Member's signature

Date



WHISTLEBLOWER POLICY

INTRODUCTION

In order to maintain the highest standards of conduct and ethics, PUENTE Learning Center (hereafter "PUENTE") will investigate any suspected fraudulent or dishonest use or misuse of PUENTE's resources or property by officers, board members, advisory committee members, consultants, employees or volunteers. All officers, board members, advisory committee members, consultants, employees and volunteers shall act with honesty, integrity, and openness in all their dealings as representatives of the organization. Failure to follow these standards will result in disciplinary action, including possible termination of employment, dismissal from one's board, advisory, consulting or volunteer duties, and possible civil liability or criminal prosecution if warranted.

Officers, board members, advisory committee members, consultants, employees and volunteers are encouraged to report suspected fraudulent or dishonest conduct (i.e., to act as a "whistle-blower"), pursuant to the procedures set forth below.

REPORTING

A person's concerns about possible fraudulent or dishonest use or misuse of resources or property or any violation of PUENTE's policies, including without limitation any violation of PUENTE's Conflict of Interest Policy, should be reported to his or her supervisor or, if suspected by a person serving in a volunteer capacity, to the staff member supporting the volunteer's work. If for any reason a person finds it difficult to report his or her concerns to a supervisor or staff member supporting the volunteer's or employee's work, the person may report the concerns directly to the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee. Alternately, to facilitate reporting of suspected violations where the reporter wishes to remain anonymous, a written statement may be submitted to one of the individuals listed above.

RIGHTS AND RESPONSIBILITIES

Supervisors

Supervisors are required to report suspected fraudulent or dishonest conduct to the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee. Reasonable care should be taken in dealing with suspected misconduct in order to avoid:

- Baseless allegations
- Premature notice to the persons suspected of misconduct and/or disclosure of suspected misconduct to others not involved with the investigation
- Violations of a person's rights under the law

Due to the important yet sensitive nature of the suspected violations, effective professional follow-up is critical. Supervisors, while appropriately concerned about “getting to the bottom” of such issues, should not in any circumstances perform any investigative or other follow-up steps on their own. Accordingly, a supervisor who becomes aware of suspected misconduct:

- Should not contact the person suspected of having committed any violation to further investigate the matter or demand restitution
- Should not discuss the situation with attorneys, the media or anyone other than the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee
- Should not report the situation to an authorized law enforcement officer without first discussing the matter with the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee

INVESTIGATION

All relevant matters, including suspected but unproved matters, will be reviewed and analyzed, with documentation of the receipt, retention, investigation, and treatment of the complaint. Appropriate corrective action will be taken, if necessary, and findings will be communicated back to the reporting person and his or her supervisor. Investigations may warrant investigation by independent persons such as auditors and/or attorneys.

WHISTLE-BLOWER PROTECTION

PUENTE will protect whistle-blowers as defined below.

PUENTE will use its best efforts to protect whistle-blowers against retaliation. Whistle-blowing complaints will be handled with sensitivity, discretion and confidentiality to the extent allowed by circumstances and the law. Generally, this means that whistle-blower complaints will be shared only with those who have a need to know so that PUENTE can conduct an effective investigation, determine what action to take based on the results of any such investigation, and in appropriate cases, with law enforcement personnel. (Should disciplinary or legal action be taken against a person or persons as a result of a whistle-blower complaint, such persons may also have the right to know the identity of the whistle-blower.)

Officers, board members, advisory committee members, consultants, employees, or volunteers of PUENTE may not retaliate against a whistle-blower for informing management or a government agency or representative about an activity which that person believes to be fraudulent or dishonest with the intent or effect of adversely affecting the terms or conditions of the whistle-blower's employment, including but not limited to, threats of physical harm, loss of job, punitive work assignments, or impact on salary, compensation, or fees. Whistle-blowers who believe that they have been retaliated against may file a written complaint with the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee. Any complaint of retaliation will be promptly investigated and appropriate corrective measures taken if allegations of retaliation are substantiated. This protection from retaliation is not intended to prohibit supervisors from taking action, including disciplinary action, in the usual scope of their duties and based on valid performance-related factors or because of Baseless Allegations.

If you believe there is inappropriate conduct or activity on the part of the organization, or its management, employees, vendors, students, or any other persons or entities related to PUENTE,

bring your concerns to the attention of your supervisor at a time and place that will allow the supervisor to properly listen to your concern. Most problems can be resolved informally through dialogue between you and your immediate supervisor. If you have discussed this matter with your supervisor before and do not believe you have received a sufficient response, or if you believe your supervisor is the source of the problem, we request you present your concerns to Human Resources or upper level management (the Vice President of Administration and/or CEO). Please indicate what the problem is, those persons involved in the problem, efforts you have made to resolve the problem, and any suggested solution you may have.

DEFINITIONS

Whistle-Blower: An officer, board member, advisory committee member, consultant, employee, or volunteer, or other person who informs a supervisor, the Chief Executive Officer, Human Resources, the Board Chair or the Chair of the Audit Committee, or a government agency or representative, about an activity relating to PUENTE which that person believes to be fraudulent or dishonest.

Baseless Allegations: Allegations made with reckless disregard for their truth or falsity, or which are made maliciously or knowingly to be false. People making such allegations may be subject to disciplinary action by PUENTE, and/or legal claims by individuals accused of such conduct.

Fraudulent or Dishonest Conduct: A deliberate act or failure to act with the intention of obtaining an unauthorized benefit. Examples of such conduct include, but are not limited to:

- Forgery or alteration of documents
- Unauthorized alteration or manipulation of computer files
- Fraudulent financial reporting
- Pursuit of a benefit or advantage in violation of PUENTE's Conflict of Interest Policy
- Misappropriation or misuse of PUENTE resources, such as funds, supplies, or other assets
- Authorizing or receiving compensation for goods not received or services not performed
- Authorizing or receiving compensation for hours not worked

I certify that I have read and received a copy of the Whistleblower Policy of PUENTE Learning Center.

Board Member Name

Board Member Signature

Date



PUENTE Charter School
Interim Financial Statements
As of and for the Month of March 31, 2020

PUENTE Charter School
Interim Financial Statements
As of and for the Month Ended March 31, 2020

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**PUENTE Charter School
Statement of Activities**

July 1, through March 31, 2020
with Comparative YTD Budget

ADA	156	156		156
	Actual 3/31/2020	FY 2019-20 YTD Budget	YTD Variance	FY 2019-20 Annual Budget
Operating revenue				
LCFF - State Aid	\$ 791,334	\$ 791,334	\$ -	\$ 1,055,113
Prop 30 - Education Protection Account	151,668	151,668	-	202,223
Other Fed Income	73,656	63,279	10,377	84,367
Special Ed Current Yr	69,346	69,345	-	92,460
State Lottery - Charter Prop 20	17,609	18,603	(994)	24,808
Block Grant K-3	1,777	-	1,777	-
Other State Revenue	100,402	92,736	7,666	123,648
District pymt in lieu of Prop Tax	252,297	252,297	-	336,391
Foundations	1,610	-	1,610	-
Total operating revenue	\$ 1,459,699	\$ 1,439,262	\$ 20,436	\$ 1,919,010
Operating expenses and losses				
Salaries	731,094	740,219	(9,125)	963,904
Employee benefits	88,392	68,277	20,115	92,885
Taxes	58,482	59,600	(1,118)	77,999
Workers Compensation	5,684	8,707	(3,023)	11,610
Total personnel cost	\$ 883,652	\$ 876,803	\$ 6,849	\$ 1,146,398
Building Lease	130,428	130,425	3	173,900
Special Ed Fair Share	83,695	73,016	10,679	98,454
Food service contract	66,727	69,112	(2,385)	95,453
Professional services	51,141	51,244	(103)	67,090
Special Ed Contract	48,685	27,541	21,144	45,256
Utilities	32,030	36,410	(4,379)	47,305
Textbooks	26,477	47,125	(20,648)	47,125
Insurance	25,963	58,874	(32,911)	70,474
Security	17,235	26,920	(9,685)	36,874
Accounting	16,232	16,615	(383)	16,615
Depreciation	11,320	4,915	6,405	6,553
Education supplies	10,692	4,081	6,611	4,950
Maintenance supplies	6,543	8,513	(1,970)	10,800
Telephone	6,273	7,095	(822)	9,286
Office supplies	4,729	4,673	55	6,366
Dues & Subscriptions	4,547	3,825	722	4,095
Printing & reproduction	4,029	4,763	(733)	6,569
Advertising	3,756	1,125	2,631	2,250
Furniture & equipment	3,547	7,500	(3,953)	7,500
Bank fees	3,500	738	2,762	744
Equipment/Bldg & Repairs	2,916	1,081	1,835	2,450
Unemployment services	2,748	-	2,748	-
Payroll fees	2,548	1,920	628	2,550
Property taxes	1,866	1,525	341	1,893
Staff Development	1,118	2,279	(1,160)	3,983
Travel	1,005	-	1,005	1,917
Equipment lease	1,003	-	1,003	-
Furniture & equipment rental	973	-	973	-
Postage & delivery	855	2,754	(1,899)	1,107
Computer supplies	592	-	592	-
License & permits	480	-	480	-
Meals & Entertainment	365	-	365	-
Meetings & Workshops	335	536	(201)	800
LACOE - Administrative Fees	240	500	(260)	500
Gifts	150	-	150	1,250
Student Transportation	145	-	145	-
Student Activities	37	940	(903)	940
Total Operating Expenses	\$ 574,925	\$ 596,043	\$ (21,118)	\$ 775,049
Total Expenses	\$ 1,458,577	\$ 1,472,847	\$ (14,269)	\$ 1,921,447
Operating revenues and gains in excess of operating expenses	\$ 1,122	\$ (33,585)	\$ 34,706	\$ (2,437)
(Other items considered to be nonoperating)				
Interest income	46	-	46	-
Change in net assets	\$ 1,168	\$ (33,585)	\$ 34,752	\$ (2,437)
Non-cash items - Depreciation	11,320	4,915	6,405	6,553
	\$ 12,488	\$ (28,670)	\$ 41,157	\$ 4,116
Cost per Student	\$ 9,350	\$ 9,441		\$ 12,317

PUENTE Charter School
Statement of Financial Position
As of March 31, 2020
with comparative financial information for June 30, 2019

ASSETS	Actual 3/31/2020	Audited 6/30/2019	Change \$
Current assets			
Cash (Charter School Savings)	\$ 487,701	\$ 748,838	\$ (261,136)
Cash (Capital Campaign)	29,710	148,174	(118,464)
Cash and cash equivalent	517,411	897,012	(379,599)
Accounts receivable, net	578,391	603,643	(25,252)
Total Current Assets	1,095,802	1,500,655	(404,851)
Land, building and equipment, net	655,050	241,209	413,841
Less: Depreciation	(38,275)	(28,301)	(9,973)
	616,775	212,908	403,868
TOTAL ASSETS	\$ 1,712,578	\$ 1,713,563	\$ (984)
LIABILITIES AND NET ASSETS			
Current liabilities			
Deferred revenue	\$ -	\$ -	\$ -
Due to Learning Center	125,346	127,497	(2,151)
Total Current Liabilities	125,346	127,497	(2,151)
Net assets			
Net Surplus/Deficit	\$ 1,168	\$ 845,282	\$ (844,114)
Without donor restriction	1,586,065	740,783	845,282
Total net assets	1,587,233	1,586,065	1,168
Total liabilities and net assets	\$ 1,712,578	\$ 1,713,563	\$ (984)

PUENTE Charter School
Statement of Cash Flow
For the Month Ended March 31, 2020

	Month Ended 3/31/2020	FY 2018-19 6/30/2019
Cash flows from operating activities:		
Change in total net assets	\$ 1,168	\$ 845,282
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	9,973	6,250
Changes in operating assets and liabilities:		
Accounts receivable	25,252	(526,121)
Due to Learning Center	(2,151)	25,413
Net cash (used in) provided by operating activities	34,242	350,824
Cash flows from investing activities:		
Purchase of property and equipment	(413,841)	(202,658)
Net cash used in investing activities	(413,841)	(202,658)
NET (DECREASE) IN CASH	(379,599)	148,166
CASH - BEGINNING	897,012	748,846
CASH - ENDING	\$ 517,411	\$ 897,012

PUENTE Learning Center
Capital Expenditures
Work in Progress & Completion Percentage

Vendor	Total	Completion %
Berliner Architects	333,561	65%
Brandow & Johnston	5,310	100%
BTC	756	100%
City of LA Building & Safety	15,666	90%
City of Los Angeles	47,236	100%
Craig Lawson & Co, LLC	86,866	100%
Department of Transportation	8,655	100%
GeoSystems Inc.	5,725	100%
Gibson Transportation	19,625	100%
Ter Molen Watkins	30,114	100%
Grand Total	<u>553,515</u>	

MEMORANDUM

To: Board Members

From: Angelica Castro
Vice President of Finance, PUENTE Charter School

Date: June 24, 2020

Re: Summary of Financial Results as of March 31, 2020

The purpose of this memo is to summarize the financial results of PUENTE Charter School as of March 31, 2020. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended March 31, 2020 with comparative Year to Date Budget.
2. Statement of Financial Position as of March 31, 2020.
3. Statement of Cash Flow as of March 31, 2020.

1. Statement of Activities

As of March 31, 2020, the Charter School has an operating surplus of \$1,168.00. When adding depreciation, the surplus increase to \$12,488. See following highlights:

Revenue:

- Revenue exceeds budgeted amount by \$20,436. This is mainly due to the additional revenue received from LAUSD for the prior fiscal year.

Expenses:

Significant variances of specific line item expenses include:

- Textbooks: Textbooks expense is \$20,648 under the budgeted amount. This is mainly due to the purchase of less expensive digital textbooks.
- Insurance: Insurance expense is \$32,911 under the budgeted amount. This is mainly due to the expense allocation between Learning Center and Charter School.
- Security: Security expense was \$9,685 under budgeted amount. This is mainly due to the expense allocations between Learning Center and Charter School.
- Education Supplies: Education supplies expense was \$6,611 over budgeted amount. This is mainly due to the addition of the Charter School 2nd grade class.

2. Statement of Financial Position

The Charter School total assets were \$1,712,578 as of March 31, 2020. They consist of \$1,095,802 in current assets, \$578,391 in accounts receivable and \$616,775 in net fixed assets. The amount due to Learning Center is \$125,346 and Net Surplus is \$1,168.

3. Statement of Cash Flow

The Charter School's cash decreased by \$379,599. The decrease is mainly due to the following:

- a. As a non-cash item, change in depreciation of \$9,973 is added to the net surplus to reconcile the cash from operations.
- b. Accounts receivable decrease by \$25,252. Decreasing receivables means more inflow of cash through increase in collections. Therefore, the \$25,252 is added to the net surplus.
- c. Due to Learning Center accrual decreased by \$2,151. Decreasing liabilities means that obligations are paid sooner rather than at a later day. As such, the Charter School has less cash on hand as the \$2,151 is subtracted from the net surplus.
- d. Land Building & Equipment increased by \$413,841. This is mainly due to the payment related to the construction work in progress. The increase results in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- e. The total decrease in cash of \$379,599 is subtracted from the beginning cash of \$897,012 as of June 30, 2019 resulting in ending cash balance of \$517,411.

**PUEENTE Charter School
Proposed Budget
FYE 2020-21**

Average Daily Attendance (ADA)	215	156
Revenue Per Student	\$ 11,085	\$ 12,317

	FYE 2020-21 PROPOSED BUDGET	FYE 2019-20 APPROVED BUDGET	\$ VAR	% Var
Prop 30 - Education Protection Account	267,027	202,223	64,804	32%
LCFF - State Aid	1,253,907	1,055,112	198,795	19%
Other Fed Income	111,404	84,368	27,036	32%
Special Ed: IDEA Basic Local Assistance - CY	122,090	92,460	29,630	32%
State Lottery - Charter Prop 20	5,262	3,985	1,277	32%
Non Prop 20 Lottery Education Apportionment K-12	27,495	20,822	6,673	32%
Other State Revenue	151,964	123,648	28,316	23%
Other Local Funding	-	-	-	0%
District pymt in lieu of Prop Tax	444,190	336,391	107,799	32%
TOTAL REVENUE	2,383,340	1,919,010	464,330	24%
EXPENSES				
Salaries	626,764	515,063	111,701	22%
Salaries - Certificated Charter Position	658,513	448,841	209,672	47%
Benefits	156,429	92,885	63,543	68%
Payroll Taxes	103,666	77,999	25,667	33%
Workers Comp Insurance	13,726	11,610	2,116	18%
Salaries, Wages & Benefits	1,559,098	1,146,399	412,699	36%
Building Lease	212,684	173,900	38,784	22%
Food Service Contract	147,295	95,453	51,842	54%
Special Ed Fair Chair	108,056	98,454	9,602	10%
Utilities	46,530	47,305	(775)	-2%
Special Ed Contract	45,256	45,256	-	0%
Insurance	41,554	70,474	(28,919)	-41%
Equip & Furniture	40,750	7,500	33,250	443%
Security	31,814	36,874	(5,060)	-14%
Professional Services	26,836	67,090	(40,254)	-60%
Accounting	19,309	16,615	2,694	16%
Textbooks	18,725	47,125	(28,400)	-60%
Supplies	9,925	6,366	3,559	56%
Maintenance Supplies	9,346	10,800	(1,454)	-13%
Dues & Subscriptions	9,115	4,095	5,019	123%
Telephone	9,088	9,286	(198)	-2%
Education Supplies	6,668	4,950	1,718	35%
Depreciation	8,491	6,553	1,938	30%
Printing and Reproduction	6,429	6,569	(140)	-2%
Payroll Fees	5,561	2,550	3,011	118%
Advertising & Publicity	3,749	2,250	1,499	67%
Staff Development	3,028	3,983	(955)	-24%
Equipment & Bldg Repair	2,384	2,450	(66)	-3%
Equipment Lease	2,227	-	2,227	0%
Property taxes	1,853	1,893	(40)	-2%
Meetings & Workshops	1,426	800	626	78%
Postage and Delivery	1,350	1,107	243	22%
Bank Fees	1,005	744	261	35%
Student Activities	1,000	940	60	6%
Travel	650	1,917	(1,267)	-66%
Gifts	750	1,250	(500)	-40%
LACOE - Administrative Fees	500	500	-	0%
Operating Expenses	823,354	775,048	48,306	6%
TOTAL EXPENSES	2,382,451	1,921,446	461,005	24%
Surplus/Deficit (-)	888	(2,437)	3,325	-136%
Plus/(Less): Non-Cash Items				
Depreciation	8,491	6,553	1,938	
Cash Flow From Operations	9,379	4,117	5,263	