



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Mueller Charter School is a TK-12th grade school system that includes Mueller Elementary (TK-6th grade), Mueller Charter Leadership Academy-MCLA (7th and 8th grades), and Bayfront Charter High School (9th-12th grades). Bayfront is housed on a separate campus, located half a mile from the Mueller TK-8th grade campus. Mueller Elementary and MCLA serve a slightly different demographic than Bayfront. At Mueller, 95% of our students are children of color, 85% qualify for free or reduced lunch, 90% are Latino, 60% are learning English as a second language, and approximately 12% qualify for an IEP or 504 Plan for special services. At Bayfront, students enter our school from as many as 16 different middle schools, representing a broad cross section of South Bay neighborhoods. Therefore, there is a somewhat more diverse population of students. The mission of our charter clearly states, that in spite of any circumstances, socio-economic or otherwise, our charter is structured to overcome the effects of poverty on learning. Mueller Charter School was recognized as a 2019 California Distinguished School and a 2020 National Council for Urban School Transformation Award Recipient.

The COVID-19 pandemic has had significant effects on communities nationwide; the Mueller community has been no different. The effects may be magnified for our students as this is a population identified as having substantial socioeconomic need. COVID-19 has brought about

financial stresses for families along with social emotional and health challenges. This community currently has a higher positive COVID test rate than compared to the rest of the county.

Stakeholder Engagement

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

Mueller and Bayfront Charter Schools have consulted with parents, students, teachers, principals, administrators, other school personnel, and community members on the development and refinement of the components in the Distance Learning Model and the Hybrid Learning Model that is implemented during school closure. Input has been gathered from various stakeholder groups through a variety of venues. Community and parent councils with staff, students, families and community partners met to gather input. Work groups convened with representatives from Mueller and Bayfront school including staff and students to discuss solutions related to logistics, instruction, health and safety, and personnel. Seven surveys were conducted between March and August 2020, two surveys soliciting input from staff and five from families and the community. The family and community surveys were distributed in both English and Spanish. Families were notified of the surveys through emails, texts, school messenger, and phone calls and the surveys were promoted on each school's web page and through weekly family communications. Additionally, teachers and support staff gathered input and feedback from families during virtual home visits. Staff input was gathered through ILT and Leadership Council meetings, staff surveys, department meetings, and brainstorming sessions.

Topics covered when gathering stakeholder input included instructional scheduling, attendance, and the grading policy. During virtual home visits teachers gathered feedback regarding their child's experience in the distance learning model and input for what will benefit students in the models going forward. Parent Council and Community Council meetings have been opportunities for the school to gather feedback and input on the learning models and the learning continuity plan. Surveys will continue to be distributed to stakeholders multiple times throughout the school year going forward, providing ongoing input and feedback for adjustments.

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

Public meetings and public hearings are conducted virtually using Zoom. These meeting agendas are posted in advance, providing instructions for opportunity for public comment. The meetings are live streamed on YouTube so that the public can virtually attend the meeting.

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

Stakeholder input gathered identified three prevalent themes: internet reliability, a need for daily structure, and parent work schedules conflicting with student class schedules. Three other themes were identified but were less prevalent: concerns of too much screen time, lack of socialization with peers, and too many programs and platforms for students.

The families of younger students shared they were easily able to borrow devices from the school if they did not have one in their home. Most families were able to connect to the Internet. Families without Internet access shared they found it easy to get a hotspot for Internet access once they contacted the school. Internet speeds vary, sometimes students are kicked off during virtual instruction. The overall theme from stakeholder input has been that internet service is slow and is not always reliable.

Parents expressed that their children are excited for school. Positive feedback about students establishing routines and schedules during the 2020/2021 opening of the school year. Families are very supportive but feel overwhelmed because they feel they cannot provide the necessary support for their children. Many shared they are working to provide a productive learning environment, a quiet space for their child. During the spring they had a hard time motivating their children to participate, they found they were distracted at home and started to develop bad habits-lazy, and a poor sleep schedule.

Families communicated that there are challenges logging into their virtual classroom meetings, parents/guardians need to help their younger children. While students are excited to see their classmates in the virtual meetings, they are only attentive for short periods of time.

There was a wider concern about conflicting work and school schedules. Parents shared concerns about their child having multiple meetings throughout the day. Many daycare providers and grandparents are having to help support the students while parents are at work. Parents working during the day find it challenging to make sure their children are able to be in attendance and stay engaged in distance learning. Working parents are requesting flexibility with times for their child's learning, looking for later afternoon or early evening options or other accommodations for working parents.

Parents found it challenging to help their children keep up with their work especially when the household has multiple students. Parents also mentioned keeping students focused both in class and during independent time was a challenge. Parents felt small groups were more effective for their students, especially during distance learning.

Families appreciated the orientation meetings at the opening of the 2020/2021 school year to learn to login to different programs. Many families shared that older siblings are helping their younger brothers and sisters.

Parents expressed a need for clear communication, direction, and guide of how their student will be learning from teachers. Families and teachers expressed a need for clear and consistent schedules. During the spring there was not enough structure for students, many didn't have a schedule to follow. The 'enrichment' and 'no grading' policy made it hard for parents to hold students accountable. Parents requested more teacher interaction with the parents and to provide parent updates to stay connected on student work completion. Some parents are frustrated with their children not being truthful about the assignments or "forgetting" their username and passwords.

Parents have concerns about too much screen time and expressed apprehensions around the lack of socialization, language barriers, and technology troubleshooting. Some parents have felt challenged with too many computer programs for their child to use.

Families shared positive feedback on the daily face to face time that has been put into place for the start of the 2020/2021 school year, they are appreciative of a more structured schedule. Families expressed relief that we are distance learning because they feel that it is the safest learning environment for their children.

Staff reported feeling a need to have their students with them, on campus, to make true academic growth. Some staff reported concerns regarding safety protocols and procedures for in-person learning, specifically about returning students and staff to campus. The concerns shared have been about the transmission of the COVID-19 virus, the impact the virus may have on different individuals, and having enough appropriate measures and PPE in place to keep everyone safe.

The updated requirements of regular attendance expectations, participation, and accountability are welcomed by most parents. Families are pleased that a schedule and structure are returning to the lives of students. A small percentage of parents of English Learners and students with IEPs are concerned that adequate support may not be available through distance learning. Overall, parents are hopeful that students will receive high quality learning opportunities for their students as we begin distance learning.

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

Stakeholder input gathered identified three prevalent themes: internet reliability, a need for daily structure, and parent work schedules conflicting with student class schedules. Three other themes were identified but were less prevalent: concerns of too much screen time, lack of socialization with peers, and too many programs and platforms for students.

To address technology and Internet needs both Mueller and Bayfront continued to distribute laptops to all students requesting a device. Internet Hotspot devices were provided to families that do not have Internet access. During occurrences of having more need than hotspots available priority is given to families determined to have greater need; homeless, foster youth, families qualifying for free/reduced lunch, and students receiving Special Education support.

Orientation sessions are scheduled to walk parents through logging on and using the different programs their children will be using. Three days at the beginning of the school year are used for teachers to complete virtual home visits and go over expectations, schedules, and technology use with students and their families. Clear lines of communication between classroom teachers and families have been identified during virtual home visits in the first week of school. Weekly newsletters will continue to be sent to all families with current updates and available resources.

Structured schedules and routines have been established for the 2020/2021 school year. A school-wide window of time has been set for students to log on face-to-face with their teacher and attendance will be taken. Specific expectations have been established to ensure standards-based instruction and instructional minutes are met. An attendance accountability plan has been established to help hold students accountable and to assist in motivating students to participate.

In an effort to address conflicting work and school schedules for families a contract has been developed for parents to commit to having their child login to asynchronous learning outside of the live virtual classroom time when they are not able to due to the parent work schedule.

Concerns regarding safety protocols and procedures for in-person learning were addressed in the in-person section of this document, The COVID-19 Industry Guidance for Schools and School Based Programs was used for identifying and describing the safety procedures necessary when students return to campus.

The updated requirements of regular attendance expectations, participation, and accountability have been put into place. A schedule and structure to each day will help students adjust to a revamped Distance Learning Model.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

General Measures

Goals

Ensure Safety: Minimize risk to ensure the safety and well-being of students, staff, and our community by adhering to recommended COVID health and safety guidelines.

Communicate: As we anticipate each new challenge we will communicate the systems that are in place to students, staff, and the community so that each pivot has as little negative impact on students as possible.

Plan: Plan and implement modifications to provide the most effective learning opportunities to meet the needs of our students through each model of education.

The health and safety of students, staff, and their families are the highest priority of The Mueller Charter School organization (Mueller & Bayfront Charter Schools). While transitioning to having students return to campus, our commitment is to establish and maintain a safe environment for all students and staff. This in-person learning plan has been developed using the recommendations of the COVID-19 Industry Guidance for schools and school based programs. The Mueller Charter School organization will establish timelines and procedures for returning students to each campus based on guidance from the San Diego County Office of Education, the California Department of Public Health, the Centers for Disease Control, and the San Diego County Public Health Department. We will check and monitor State and

local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly. It is important to note that Mueller and Bayfront are located close to the United States/Mexico international port of entry, an area where the local number of cases are currently higher than other communities in San Diego County. Our school site team continues to monitor the local context and trends and will adjust appropriately. We recognize there may be a need to adjust and revise our plan as new information and guidelines are updated.

This plan is based on the best available public health data at this time. Implementation of this plan will depend on local public health conditions, including those listed here. All decisions about following this plan will be made in collaboration with local health officials and other authorities.

Implementation of this plan will be tailored for each site, including adequate consideration of instructional programs operating at each site and the needs of students and families.

Mueller/Bayfront will continue communication with local and State authorities to determine current disease levels and control measures in our community. For example:

Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).

Consult with our county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).

Collaborate with other schools and school partners in our region, including the Chula Vista Elementary School District and the San Diego County Office of Education.

Regularly review updated guidance from state agencies, including the California Department of Public Health and California Department of Education.

Identify contact information for the local health department for communicating information about COVID-19 outbreaks among students or staff.

Incorporate the CDPH Guidance for the Use of Face Coverings, into this plan.

Regularly evaluate the Mueller and Bayfront campuses for compliance with this plan and document and correct deficiencies identified.

Investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. Update this plan as needed to prevent further cases.

Implement the necessary processes and protocols when Mueller or Bayfront has an outbreak, in accordance with CDPH guidelines.

Identify individuals who have been in close contact (within six feet for 15 minutes or more) of an infected person and take steps to isolate COVID-19 positive person(s) and close contacts.

Student Cohorts and Schedules

Student schedules will be specifically designed to limit the amount of contact students have with each other while on campus to reduce the risk of transmission and will be designed in a cohort-based model; students will only interact physically within their cohort group. Cohort

groups will not mix in classrooms, outside for recess, nutrition breaks, or lunch. This will require staggered arrival, dismissal, lunch and recess times in designated locations.

Students identified as having the most need will return to campus first. Students will return to campus in staggered phases to ensure student and staff safety. Following any necessary school closure, each reopening would begin with Phase 1 again.

Throughout each phase, students will remain in their cohort group and cohort groups will not mix. There will be no more than 12 students in any cohort group of students. In order to have cohort groups of 12 students or fewer they will be assigned to one of two groups:

Group A: Students attend on campus Monday and Tuesday

Group B: Students attend on campus Wednesday and Thursday

All students will continue to have distance learning from home on Fridays.

Primary classes TK-3 will require students to be placed into two cohorts from each classroom
Due to larger class size in grades 4-12, each class would be placed into 3 or more cohorts.

Phase 1: No more than 10% of enrolled students will return to campus for a specified number of weeks determined by current health and safety guidelines along with marking period dates. This phase would include students in transition, those identified as experiencing homelessness, foster youth, students receiving special education services, and any other students identified as experiencing significant learning loss due to school closure.

Phase 2: An additional 10% of enrolled students will return to campus for a specified number of weeks determined by current health and safety guidelines along with marking period dates. Phase 2 will bring K-3rd grade students at the Mueller campus and 9th grade students at the Bayfront campus.

Phase 3: When it is deemed safe by San Diego County Office of Education, the California Department of Public Health, the Centers for Disease Control, and the San Diego County Public Health department, an additional 10% of enrolled students will return to campus for a specified number of weeks determined by current health and safety guidelines along with marking period dates.

Phase 4: When it is deemed safe by San Diego County Office of Education, the California Department of Public Health, the Centers for Disease Control, and the San Diego County Public Health department, additional students will return to campus for a specified number of weeks determined by current health and safety guidelines along with marking period dates. This phase will continue until schools can safely reopen to all students.

The daily schedule for elementary students on campus will be a modified day to allow time for cleaning and sanitizing of classrooms. Synchronous instruction will be provided by teachers through virtual meeting platforms each afternoon for students participating in distance learning. Some teachers from each team/department in grades 7-12 may continue as the designated Distance Learning teacher for the

students learning from home; the number of teachers providing distance learning will be determined by the number of students learning remotely.

Special Education

There will be continued coordination and monitoring of student needs. Both Mueller and Bayfront will support students with exceptional needs by providing both push-in and pull-out specialized academic support while students are on campus and through distance learning over live video streaming and teleconferencing. 9th – 12th grade students with exceptional needs will continue to receive weekly tutoring services for all academic subjects in addition to specialized academic instructional minutes as outlined in respective Individualized Education Plans (IEPs). Student services may be implemented through a combination of distance learning and on-campus learning including, but not limited to, speech and language services, counseling services, psychological services, and transition support services. During the asynchronous instructional times, special education staff will meet with students with exceptional needs in a small group setting to offer targeted support, assisting students with meeting IEP goals, providing differentiated instruction to students, and further assisting students with core academic assignments. When the small group is meeting in-person all students must be from the same cohort of students.

Safety Guidelines

Prior to leaving the classroom and entering any common use areas, students will visit a designated handwashing station to thoroughly wash their hands. Face coverings will be worn to and from recess, lunch, nutrition breaks, and passing periods. Students will be encouraged to wear masks during recess time as well. The students will be supervised by a teacher or staff member throughout the duration of recess and lunch.

Hallway traffic patterns will be established with signs on the ground to remind students to remain 6 feet apart. These are located throughout each school building. Students and staff will be required to follow these traffic patterns throughout the day. Signs will be posted throughout the school to remind students and staff to follow all social distancing rules. An isolation room or area to separate anyone who exhibits symptoms of COVID-19 will be designated on each campus. Local health officials will be notified immediately of any positive case of COVID19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws.

All staff will be required to remain physically distant from one another as mandated by county health laws. Face coverings will be worn to and from all activities, as well as in the classroom.

Congregation of adults in staff rooms, break rooms, and other settings will be minimized, no more than two staff members will be allowed in the school common areas (office, lounge, copy center, rest rooms, etc...) at one time. At no time will they be allowed to be within 6 feet of one another. Each teacher's desk will be more than 6 feet away from any student's desk.

Promote Healthy Hygiene Practices

Mueller and Bayfront Charter Schools will promote healthy hygiene practices. Staff will be trained in healthy hygiene practices so they can teach these to students. Handwashing strategies include washing with soap and water for at least 20 seconds. If soap and water are not

available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol will be available. We will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Mueller and Bayfront will access the CDC free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good hand washing habits.

Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.

Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.

Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application.

Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.

Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.

Portable handwashing stations throughout Mueller and Bayfront will be added near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

Routines will be established to enable students and staff to regularly wash their hands at staggered intervals.

Adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers.

Information contained in the CDPH Guidance for the Use of Face Coverings will be provided to staff and families, which discusses the circumstances in which face coverings must be worn.

Mueller and Bayfront will provide and ensure staff use of face coverings in accordance with CDPH guidelines and all required protective equipment.

Face Coverings

Face coverings will be used in accordance with CDPH guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments and areas where physical distancing alone is not sufficient to prevent disease transmission.

We will teach and reinforce use of face coverings, or in limited instances, face shields.

Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.

Information will be provided to all staff and families in the school community on proper use, removal, and washing of cloth face coverings.

Training should also include policies on how people who are exempted from wearing a face covering will be addressed.

Student Face Covering Requirement

TK through 2nd grade students will be strongly encouraged to wear face coverings. Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

3rd grade through 12th grade students will be required to wear face coverings, unless they are exempt.

Anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.

A cloth face covering or face shield should be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

In order to comply with this guidance, Mueller and Bayfront must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Mueller and Bayfront will provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Students who must be excluded from campus will participate in our distance learning model.

Staff Face Covering Requirement

All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.

In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

Staff handling or serving food must use gloves in addition to face coverings. Disposable gloves will be supplied where glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

Ensure Teacher and Staff Safety

Mueller and Bayfront will ensure all staff maintain physical distancing from each other which is critical to reducing transmission between adults.

All staff will be required to use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.

Staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, will be provided options when possible where remote work is a reasonable accommodation or modification to their work schedule.

All staff meetings, professional development training and education, and other activities involving staff will be conducted with physical distancing measures in place, or virtually, where physical distancing is a challenge.

Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.

Implement procedures for daily symptom monitoring for staff.

Intensify Cleaning, Disinfection, and Ventilation

To ensure the campus is safe and healthy each day, all spaces used by teachers, students and staff will be cleaned and sanitized thoroughly at the end of each school day. Additional custodial hours have been added to meet the cleaning and sanitizing standards necessary to maintain a safe and healthy campus. Materials and equipment used by students will not be shared. Any item that is used by an individual student will be sanitized by a teacher thoroughly before reuse. Each grade level will have hand sanitizer available for use all day. Each grade level will also be assigned a specific hand washing station for use throughout the day.

If there is exposure on campus to a confirmed positive case of COVID-19, the locations of extreme exposure will be closed off for at least 24 hours so that the school can thoroughly disinfect the area. All classrooms will have disinfectant cleaning products available for teachers to use if something needs to be cleaned or sanitized. Teachers will be responsible for sanitizing any used items in their classroom (i.e. supplies, technology, etc.) at the end of the school day before they are used again. Students will be responsible for cleaning their own hands before they enter school in the morning, before and after recess, before they eat, after lunch and at the end of the day.

Mueller and Bayfront will suspend or modify the use of site resources that necessitate sharing or touching items. Suspend use of drinking fountains and instead encourage the use of reusable water bottles. Staff should clean and disinfect frequently-touched surfaces at school at least daily and, as practicable, these surfaces will be cleaned and disinfected frequently throughout the day by trained custodial staff.

Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

Limit use and sharing of objects and equipment, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, clean and disinfect between uses.

When choosing disinfecting products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.

To reduce the risk of asthma and other health effects related to disinfecting, we will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.

Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.

Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.

Custodial staff and any other workers who clean and disinfect the school site will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.

Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Ensure safe and correct application of disinfectant and keep products away from students.

Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in outside air. Replace and check air filters and filtration systems to ensure optimal air quality.

If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, we will consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).

We will consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.

We will take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

Implementing Distancing Inside and Outside Classroom

While providing an effective environment for teaching and learning, the physical school layout will adhere to all public health and safety guidelines. Distance Learning will continue to be offered as an option for families who would like to have their children learn from home. Families will be asked to commit to participating in the Distance Learning Model or returning to campus for the duration of each marking period. In the event that schools are mandated to close again due to COVID-19, we will transition back to our Distance Learning Model for all students.

Adhering to local and state guidance, we are working with the Chula Vista Elementary School District, the County Office of Education, health officials and other testing sites to put in place a system to provide testing for our school employees. Recommended frequency include testing all staff over two months – where 25% of staff are tested every two weeks, or 50% every month – to rotate testing of all staff over time. Mueller and Bayfront staff will be included in the Chula Vista Elementary School District's COVID testing program.

All students will be required to stay 6 feet apart from one another to ensure safe social distancing. Teachers and school staff will maintain appropriate distance from students for their safety but will adhere to the students' social, emotional and academic needs first. Supervising adults should be assigned to one group and must work solely with that group. One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the cohort following required social distancing and safety measures.

Classroom Space will be arranged so that student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus- containing droplets (e.g., from talking, coughing, sneezing).

Arrival and Departure

Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable.

Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.

Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.

Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.

Implement health screenings of students and staff upon arrival at school

Ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.

Classroom Space

To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. The same students and teacher or staff will remain with each group, to the greatest extent practicable.

Prioritize the use and maximization of outdoor space for activities where practicable.

Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. We will reduce mixing among cohorts and to minimize contact for students at Bayfront and MCLA who have traditionally had individualized schedules.

Space between seating and desks will be maximized. Teacher and other staff desks will be distanced at least six feet away from student desks. Ways to establish separation of students through other means if practicable will be considered, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.

Activities for smaller groups will be redesigned and furniture and play spaces will be rearranged to maintain separation.

Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.

Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances will not be permitted.

Activities that involve singing must only take place outdoors.

Procedures for turning in assignments to minimize contact will be implemented.

Privacy boards or clear screens may be used to increase and enforce separation between staff and students.

Non-Classroom Spaces

Nonessential visitors, volunteers and activities involving other groups at the same time will not be permitted on either campus.

Communal activities will not take place on the Mueller or Bayfront campus.

Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.

Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing. In addition, we will eliminate the use of lockers and adjust our scheduling, to support the creation of cohort groups and reduce changes of classrooms.

Meals will be served outdoors or in classrooms instead of cafeterias or group dining areas where practicable. To the extent possible students will be served individually plated or bagged meals. Students will not be permitted to share food or utensils.

Recess activities will be held in separated areas designated by class.

Sports and ExtraCurricular Activities

Outdoor and indoor sporting events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted at this time.

Physical education is permitted only when the following can be maintained: (1) physical distancing of at least six feet; and (2) a stable cohort, such as a class, that limits the risks of transmission (see CDC Guidance on Schools and Cohorting). Activities should take place outside to the maximum extent practicable.

Equipment sharing will be avoided, and if unavoidable, shared equipment will be cleaned and disinfected between use by different people to reduce the risk of COVID-19 spread.

Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Physical activities will not be conducted inside. Students should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to their face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

Information will be provided to parents or guardians regarding any physical activity and related guidance, along with the safety measures that will be in place in these settings.

Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.

Train All Staff and Educate Families

All staff will be trained and educational materials will be provided to families in the following safety actions:

Enhanced sanitation practices

Physical distancing guidelines and their importance

Proper use, removal, and washing of face coverings

Screening practices

How COVID-19 is spread

COVID-19 specific symptom identification

Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19.

For staff, COVID-19 specific symptom identification and when to seek medical attention

Procedures to follow when children or adults become sick at school.

Procedures to protect staff from COVID- 19 illness.

Training will be conducted virtually.

Check for Signs and Symptoms

There will be no discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.

Staff and students who are sick or who have recently had close contact with a person with COVID-19 will be actively encouraged to stay home. Policies will be developed that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.

Screening procedures have been implemented for all staff and students entering each campus.

Visual wellness checks of all students will be conducted and procedures for parents to monitor students at home have been established.

When checking temperatures to enter campus, a no-touch thermometer is used.

All individuals will be asked if they or anyone in their home is exhibiting COVID-19 symptoms.

Hand-washing stations and/or hand sanitizer will be available and use will be encouraged.

Incidents of possible exposure will be documented and tracked. Local health officials, staff and families will be notified immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.

Additional guidance can be found here. A staff liaison can serve a coordinating role to ensure prompt and responsible notification.

If a student is exhibiting symptoms of COVID-19, staff will communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.

Staff and students will be monitored throughout the day for signs of illness; students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms will be sent home.

Plan for When a Staff Member, Child, or Visitor Becomes Sick

An isolation room or area at Mueller and Bayfront has been identified to separate anyone who exhibits symptoms of COVID-19.

Any students or staff exhibiting symptoms will be immediately required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.

Procedures will be established to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:

Fever

Cough
Shortness of breath or difficulty breathing
Chills
Repeated shaking with chills
Fatigue
Muscle pain
Headache
Sore throat
Congestion or runny nose
Nausea or vomiting
Diarrhea
New loss of taste or smell

For serious injury or illness, 9-1-1 will be called without delay. We will seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.

Local health officials will be notified immediately of any positive case of COVID-19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).

Areas will be closed off that were used by any individual suspected of being infected with the virus that causes COVID-19 and will not be used again before cleaning and disinfection. To reduce risk of exposure, we will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, we will wait as long as practicable. A safe and correct application of disinfectants using personal protective equipment and ventilation will be used when cleaning. Disinfectant products will be kept away from students.

Sick staff members and students will be advised not to return until they have met CDC criteria to discontinue home isolation, including at least 3 days with no fever, symptoms have improved and at least 10 days since symptoms first appeared.

Students, including students with disabilities, will have access to instruction when out of class, as required by federal and state law.

Mueller and Bayfront will offer distance learning based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as "at-risk" by the parents or guardian, are students whose circumstances merit offering distance learning.

Necessary processes and protocols will be implemented when there is an outbreak, in accordance with CDPH guidelines.

A COVID-19 illness and exposure will be investigated to determine if any work-related factors could have contributed to risk of infection.

Protocols will be updated as needed to prevent further cases.

Protocols will be updated as needed to prevent further cases. See the CDPH guidelines, *Responding to COVID-19 in the Workplace*, which are incorporated into this guidance and contain detailed recommendations for establishing a plan to identify cases, communicating with staff and other exposed persons, and conducting and assisting with contact tracing.

Maintain Healthy Operations

All staff will have to self-screen for signs, symptoms or illness prior to coming to school. Daily home screening will include assessing for: fever or chills, cough, congestion, or runny nose, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, nausea or vomiting, diarrhea, new loss of taste or smell. A student that has any of these symptoms or has been in direct contact with someone who has tested positive for COVID-19 may not come to school. All staff will complete the Health Screening Form for Mueller/Bayfront Employees prior to reporting to campus each day.

Families will have to screen their children at home for signs for symptoms or illness prior to coming to school. Home screening will include assessing the student for: fever or chills, cough, congestion, or runny nose, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, nausea or vomiting, diarrhea, new loss of taste or smell. A child that has any of these symptoms OR has been in direct contact with someone who has tested positive for COVID-19 may not come to school.

Arrival and dismissal schedules for students will be staggered to allow for temperature checks and safe social distancing. All students arriving by car will have their temperatures checked with a no-touch thermometer in the drop off lanes while they remain in the car. Students walking to school must be with at least a parent or guardian at the designated area where the students will be screened until their child has been cleared to attend school on campus for the day. Only staff and students will be allowed on campus. The student and parent/guardian must wear a face covering. If the student exhibits any of the signs, symptoms or has had contact with COVID-19, the student will be required to go home and will wait in a previously identified quarantine area. A student who does not pass the health screening, must return home and the parent/guardian must keep the school informed of symptoms.

When a student has been cleared through the screening and temperature check for school, they will walk directly to their designated hand washing station. Once they have properly washed their hands, they will walk directly to their classroom to begin their school day.

When a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school, the CDPH Framework for K-12 schools will be followed.

Mueller and Bayfront will:

Monitor staff absenteeism and have a roster of trained back-up staff where available.

Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.

Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Staff will know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found here.

Consult with local health departments when routine testing is implemented by our authorizing school district, CVESD. The role of providing routine systematic testing of staff or students for COVID-19 will be done in partnership with the Chula Vista Elementary School District.

Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing a distance learning option or independent study.

Limit Sharing

Each child's belongings will be kept separated and in individually labeled storage containers, cubbies or areas. Student belongings will be taken home each day to be cleaned.

Adequate supplies will be provided to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or use of supplies and equipment will be limited to one group of children at a time and cleaned and disinfected between uses.

Electronic devices, clothing, toys, books and other games or learning aids will not be shared as much as practicable. Where sharing occurs, cleaning and disinfecting will take place between uses.

Considerations for Reopening and Partial or Total Closures

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. For more detailed direction on measures to be taken when a student, teacher, or staff member has symptoms or is diagnosed with COVID-19, please see the COVID-19 and Reopening Framework for K-12 Schools in California.

The Mueller Charter School organization will:

Check State and local orders and the health department notices daily about transmission in the area or closures and adjust operations accordingly.

When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the CDPH Framework for K-12 Schools, and implement the following steps:

In consultation with the local public health department, the appropriate school official should ensure cleaning and quarantine of exposed persons and whether any additional intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.

Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait for at least two hours and as long as possible.

Additional areas of the school visited by the COVID-19 positive individual may also need to be cleaned and disinfected.

Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.

Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that Order is in effect.

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.

Maintain regular communications with the local public health department.

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

Description	Total Funds	Contributing
Additional charter helper hours will be needed for arrival and dismissal schedules to take temperature checks and ensure safe social distancing of students as they enter and leave the campus.	200,000	No
The purchasing of all necessary PPE supplies to ensure the health and safety of staff and students while on campus. (Disinfecting solutions, misters, disposable masks, N95 masks, sanitizing wipes, gloves, face shields, hand sanitizer and touch-less dispensers, plexiglass, social distancing signs, no-touch thermometers, etc...)	50,000	Yes
Durable shade structures for both Mueller and Bayfront to provide outdoor classroom spaces for learning.	150,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Mueller Charter School will continue to provide meaningful learning opportunities to the extent possible for our students through distance learning. Mueller has compiled a comprehensive collection of online content and digital resources accessible from our Distance Learning webpage. We know that we cannot replicate the same experiences our teachers bring to students in their classrooms each day, but our staff is committed to ensuring our students continue to receive high quality instruction while learning at home. All teachers are providing engaging, standards based live instruction as well as small group support on a daily basis. Office hours are available in the afternoon for students needing 1:1 support. Curriculum and school supplies were sent home at the beginning of the year. While our math curriculum is available digitally, students were also given print copies of math modules. ThinkPads were provided for all Tk-8 students and MacBooks for all 9-12 students in need of devices. Hotspots have also been distributed for TK- 12 students needing Internet access. Teachers conducted

virtual home visits with families during the first week of school to ensure each family was able to connect for instruction and understood the expectations for distance learning.

Teachers have been trained in Guided Language Acquisition Design (GLAD) and will continue to use research based practices to support Integrated English Language Development during distance learning. Furthermore, staff has had extensive professional development with the WRITE Institute through the San Diego County Office of Education. The WRITE Institute curriculum was designed to support students developing English as a second language. Digital materials are available with each unit. A total of five staff members have been trained as WRITE coaches and will continue to support teachers during distance learning. We will continue to provide staff with professional learning opportunities that prepare them to support our English Learners during distance learning.

Parent communication with student's teachers is always important, but as we are experiencing this new way of learning and teaching together, it is even more essential at the present time. Regular communication occurs with parents and families regarding expectations and student progress. Communication and updates from Mueller/Bayfront will be posted on the websites for each school. Weekly communication will be sent to staff and families via email, School Messenger, Peachjar, the Remind App, and also through classroom teachers to families. Surveys have been sent out to families seeking input and feedback on both distance learning and student needs. Identified impacts to families include needing support for meals/groceries, technology, behavior, and supporting their children's learning while also working from home.

Teachers and school staff communicate with families weekly; counselors work directly with families needing social-emotional support, and weekly wellness check-ins are in place for 9th-12th grade students.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Mueller Charter School is committed to supporting our families during the period of distance and hybrid learning models. A technology distribution plan has been developed, including the roles and responsibilities of staff, schedules for distribution, and methods of communication with families. Technology use agreements have been completed by families prior to picking up devices. Families have been surveyed to assess technology needs. To support students in need of technology during school closure and hybrid learning models, Mueller has distributed ThinkPads on loan and Bayfront has distributed Macbook laptops to students. All devices are loaned to students on a temporary basis and will need to be returned at the end of the school year. Devices issued to students are to be utilized to support distance learning and other educational uses. Students are expected to follow the guidelines listed in our Distance and Hybrid Learning Digital Usage Policy. Guidelines for the Parent Pick Up Process are outlined on our websites. Students identified as needing Internet access have been provided WiFi Hotspots. Parents were provided resources for discounted WiFi through the Connect-2-Compete program from Cox communications.

Support Staff has provided ongoing virtual meeting sessions for parents to help them navigate distance learning and become familiar with various platforms being used to bring instruction into students' homes. All teachers provide high quality distance learning lessons/assignments addressing state standards in all content areas while balancing online learning, volume of work assigned, and

student/teacher interaction. Teachers provide instructional resources and assignments updated on a weekly basis through our school websites. Elementary and Middle School teachers have individual web pages linked to a variety of instructional and content platforms such as Google Classroom, Edulastic, and See Saw. High School Teachers continue to use Google Classroom as the platform for instructional delivery. Teachers provide both asynchronous interaction (recorded), synchronous interaction (live), in addition to virtual class or small group meetings where participants in different locations communicate with each other with audio and video. Teachers use digital means such as Google Meet, Microsoft Teams, Zoom, and Class Dojo. Additional resources are located on the Mueller and Bayfront websites for students and families to access additional content area supports such as: ELA, Math, Social Studies, Science, Physical Education, and Music.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Both Mueller and Bayfront Charter High School have developed a distance learning platform that allows students to have live contact with their teachers and support staff on a daily basis through structured Zoom sessions. To ensure students have equitable learning opportunities and that there is live contact on a daily basis, teachers are required to log student attendance in TAC, the online attendance system, and contact all students who were not able to log into any session for that day. Teachers also document any students with 3 absences into a log that is shared with administrators and support staff. The support staff and Dean of Students at each site follow-up with these families to support them in getting these students to class. This expectation has also been established to help monitor participation and to provide absent students the essential learning they have missed when absent from a class..

The Distance Learning schedule provides Kindergarten 180 instructional minutes, 1st -3rd grades 230 instructional minutes, and 4th -12th grades 240 instructional minutes combined synchronous and asynchronous minutes throughout each instructional day with time built in each week to assess student learning through a combination of formative and summative assessments.

At our Bayfront Charter High location, the two hour blocks of time in each class, also allow for small break-out groups during the second half of synchronous class sessions and provide time built in for additional tutoring to support struggling learners. All students at Bayfront have the opportunity to demonstrate mastery through asynchronous assignments connected to key concepts in their individual courses. Asynchronous assignments and formative assessments are the equivalent and in some cases exceed the required 240 instructional minutes in each day to support students with IEPs. Students also have the opportunity to demonstrate their individual progress through formative and summative assessments.

Teachers, support staff, and administrators will participate in weekly department collaboration meetings to assess and measure students' participation and achievement progress during distance learning.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Mueller and Bayfront staff have been provided opportunities to attend professional learning sessions on iReady (Math), teaching with Essential Standards, Mystery Science, and Microsoft Teams through the Chula Vista Elementary School District. A staff Professional Learning day was dedicated to training teachers in various distance and blended learning strategies and resources identified through teacher feedback. Imagine Learning training will be provided in the fall of 2020 and the spring of 2021 to support the progress of our English Language learners.

The Distance Learning Playbook has been ordered for all teachers, including a digital copy. Professional learning will be provided to staff through ongoing sessions in using this resource. Administrators have been attending and continue to attend Distance Learning implementation webinars provided by a variety of county and charter organizations.

SDCOE ongoing professional learning sessions are available and have been attended by administrators and the content from the sessions are brought back and shared with teachers. Teacher leaders will offer expertise in professional learning by providing support to their colleagues in using specific technology programs and applications (i.e. google classroom, screencast, etc...). The Mueller/Bayfront community can leverage the leadership and expertise of our teachers and staff members as it relates to technology and distance learning.

Staff Roles and Responsibilities

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

The responsibilities of some classified staff members have been adjusted due to COVID-19. Beginning a distance learning model has required staff to shift roles and responsibilities to support in areas of identified need. For example, the school librarian supports in communicating to families, offering translation services, supporting the technology distribution process, and the curriculum and supply distribution process. Communication has been critical during the opening of a distance learning school year, requiring support positions to be shifted. Mueller and Bayfront will continue to evaluate the need for specialized classified and certificated roles that may be paused during school closure due to COVID.

Additional cleaning protocols have been put into place requiring additional support. Custodial staff was expanded, enlisting charter employees to help ensure all areas on the school campus are cleaned, sanitized, and disinfected frequently.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Mueller Charter School uses the Resiliency Monitoring Process to develop targeted interventions for students with unique needs. In addition to the continued use of this system for monitoring and addressing student needs, Mueller Charter School will provide the following supports:

English Learners: Professional Development on strategies to Support English Learners in distance learning, Additional time for designated support/small group instruction, Connecting students and families with at least ONE Student Support Staff Member as additional resource and connection to Mueller/Bayfront, Check-Ins with School Counselors or School Social worker to address additional learner needs.

Students with Exceptional Needs: Professional Development will be provided in how to work with students who have exceptional needs during distance learning. Continued coordination and monitoring of student needs involving Student, Staff and Family input. Additional check-ins and referrals to community resources will be completed as needed. Additionally, Mueller Charter School helps support students with exceptional needs by providing both push-in and pull-out specialized academic support through distance learning over live video streaming and teleconferencing. Students with exceptional needs are also provided twice weekly tutoring services for all academic subjects in addition to specialized academic instructional minutes as outlined in respective Individualized Education Plans (IEPs). All student services are implemented through distance learning education including, but not limited to, speech and language services, counseling services, psychological services, and transition support services. During the asynchronous instructional times, special education staff meet with students with exceptional needs in a small group setting to offer targeted support, assisting students with meeting IEP goals, providing differentiated instruction to students, and further assisting students with core academic assignments.

Students in Foster Care: Students are directly connected to a member of our Student Support Staff (School Counselor, School Social Worker, and/or School Psychologist). Students receive weekly check-ins and ongoing support as needed.

Students who are Experiencing Homelessness: Students are directly connected to a member of our Student Support Staff (School Counselor, School Social Worker, and/or School Psychologist). Students will receive weekly check-ins and ongoing support as needed.

Students with IEP's, students experiencing homelessness, and Foster Youth will be among the first group of students returning to campus for in-person instruction during the hybrid learning model.

In collaboration with the Chula Vista Elementary School District, meal distribution is offered to all students and families on a weekly basis.

Staff have been trained in Trauma Informed Practices and will continue to use these practices while in distance learning. Mueller Charter School will adapt this Resiliency Monitoring Process to identify, address, and monitor the progress of our students with unique needs and will continue to provide information and resources to our students, families and staff through multiple means of communication (newsletters, flyers, etc.)

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

Description	Total Funds	Contributing
Additional technology support. The demands of distance learning through technology has increased the need for additional technology support hours. A part time IT position has been made full time for the 2020/2021 school year to provided needed support to technology updates, repairs, and trouble shooting.	75,000	Yes
School-wide Zoom subscription as well as digital subscriptions to provided enhanced virtual learning	40,000	Yes
Enrichment opportunities for attendance at attractions such as Museum, Aquarium, Aquatic Center, etc.	85,000	Yes
Professional Development for distance learning techniques for both synchronous and a-synchronous learning	50,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Mueller Charter School is committed to addressing learning loss resulting from COVID-19 and to providing a rigorous, equitable, accessible, and relevant learning experience for all of our students. Throughout the summer break, students had access to individualized computer-based programs to support language, reading, and math growth. Curriculum, technology, and a variety of school supplies were distributed to students TK-12 at the start of the year. Personal WiFi Hotspots were distributed to students who have internet/connectivity issues.

Formative assessments will be administered in all subject areas at the beginning of the school year and the beginning of each quarter to identify areas of strength and need. These standards aligned assessments will be developed by each department in collaboration with site administrators. Some of these assessments include NWEA MAP Growth assessments (Reading & Language), Achieve LevelSet (Reading),

and I-Ready Diagnostic (Math). Our focus is on high expectations and access to grade-level content for all students. Furthermore, all students will be attending two additional weeks of school to help accelerate learning. On a daily basis, teachers will be meeting with students in small groups to provide guided instruction. Office hours will also be provided for students who need 1:1 support. Tutors will be working to support our English language learners in upper grade classes each afternoon after core instruction has been completed.

Students at our high school location participated in summer school if they did not pass any of their Core Classes (English, Mathematics, Science, History). Students at the high school will participate in 2-hour learning blocks for each class. Time will be dedicated to support our struggling learners during the second portion of this time block to receive small group instruction/support. Additionally, high school staff will provide office hours and tutoring support to address pupil learning loss.

Students identified as experiencing significant learning loss during the COVID pandemic will be among the first group of students returning to campus for in-person instruction during the hybrid learning model.

Pupil Learning Loss Strategies

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

Our teachers, support staff, and administration at both Mueller and Bayfront will engage in our resiliency monitoring process throughout the 2020-21 school year. During resiliency monitoring each individual teacher will meet with our support staff including our school psychologist and resource teachers, counselors, and administrators to discuss any students not making expected growth. These meetings are usually held in person on campus, but will be conducted as virtual meetings during distance learning. The Resiliency Monitoring Process was created to meet the diverse and dynamic needs of our students. While the model serves all students, the system is designed to place a focus on students impacted by poverty and environmental stressors and help educators become more aware of our students' multifaceted needs (e.g. absenteeism, academic, behavioral, socio-emotional needs, challenges faced by homeless and foster youth, EL needs, SPED student needs, socio-economically disadvantaged students' needs, and students with health concerns). Rooted in resilience research, our model program serves to meet the following goals:

- Reach and monitor all students
- Identify specific risk factors impacting learning
- Identify the degree to which these risks are impacting their learning
- Create interventions in direct response to student needs
- Link students and families to appropriate resources
- Create an intervention plan for underachieving students
- Nurture the growth and development of resilient students
- Develop a collective understanding of what may be going on in a student's life
- Recognize organizational trends and create programs and services

In order to close the achievement gap, we look to address the academic achievement of our critical subgroups, decrease our suspension rates by addressing socio-emotional needs, and reduce rates of students with chronic absenteeism. The focus of our approach is to look at ALL students holistically. For students at or exceeding grade level, teachers intervention and differentiation is key in ensuring that students continue to be challenged and make growth who are below grade level and/or are not on track towards graduation. Individualized Academic Intervention Plans are developed for students needing academic support. Specific strategies and selected based upon the needs of the students and progress is closely monitored by the teacher and case manager. The team collectively seeks to coordinate services that address environmental factors impacting learning. Students who are in profound and immediate life crisis will receive immediate intervention.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of services and supports will be measured through a series formative assessments given throughout the year at designated points in instruction. For students who require Academic Intervention Plans, teachers will be meeting with a case manager from our support staff to discuss student progress and the effectiveness of individualized interventions. During rounds of resiliency monitoring, individual student progress will be monitored by the teacher, support staff, and administration. Adjustments to instruction and interventions will be made based upon the effectiveness of each strategy.

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

Description	Total Funds	Contributing
Specific interventions will be developed based on student need. The Resiliency Monitoring Process, our comprehensive monitoring approach will serve as the foundation for developing strategies to address the learning loss. Through this process the support staff team and teachers will identify factors that may be impeding their learning. Intervention plans will be developed in collaboration with the classroom teacher and the support staff to address the factors impeding individual student learning.	120,000	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

We continue to focus on the social emotional well-being of all students at Mueller and Bayfront. Counseling services have been modified to meet the needs of our school community consisting of over 85% low-income families. Counselors work closely with identifying students that need additional support; working with families to provide outside referrals to agencies, crisis intervention and prevention. Counselors and support staff have regular check-ins with identified foster and homeless youth. A counseling webpage is updated frequently with activities and resources for students. There is a weekly wellness check and identification list of students who have had limited contact with their teachers. Counselors work to connect with those families and provide needed supports. The Support Staff meets weekly to review student progress and discuss additional supports schoolwide. Mueller and Bayfront conduct Weekly Wellness Checks (Bayfront through an online survey that high school students complete during their 2nd period classes) and Mueller through teacher/counselor communication. Information from these are used to follow up with individual students and understand school-wide needs and trends. The team offers online workshops for our students and families and posts resources on the school websites. Our support staff members host both individual and group online sessions for students and connect families with community resources.

The Counseling Program has reconfigured its curriculum and delivery of services to best support students, families and staff during this global pandemic. During this time of physical separation, promoting social connection is crucial for the socio-emotional well-being of students, families and staff. This is why we began the year by creating a needs assessment to gather direct data about our families socio-emotional well-being and identify the highest areas of need. Based on this and other school data a comprehensive counseling program was designed to monitor and support the mental health and the socio-emotional well being of our students and staff. This is done using a Multi-tiered system of support which includes 3 tiers of interventions.

Tier 1 interventions, these are interventions received by 100% of our students. School Counselors will provide Social Emotional Learning Curriculum to all classrooms TK-8th grade. For TK-2nd we will use lessons based on Zones of Regulation and Second Step, to help students understand their emotions and develop coping skills. For grades 3rd-8th counselors will use Mindful Schools Curriculum. Mindfulness is a scientifically based approach to developing focused attention and emotional awareness. Mindfulness is proven to assist in alleviating anxiety and stress (two dominant issues identified via questionnaire). Furthermore mindfulness can enhance present-moment awareness, increase self-compassion, and strengthen a person's ability to self-regulate—all important skills that support trauma recovery.

The school counseling program will also provide support services for parents, these include a monthly English and Spanish Support Group and monthly workshops that address socio-emotional health. We will monitor the impact of our services using pre/post surveys, completion spreadsheets and attendance data.

As part of our tier 2 targeted interventions we will run small groups/ lessons with identified students to address socio-emotional needs and develop coping skills. We will also use pre/post data to monitor progress as well as attendance data. Finally as part of our tier 3 intensive interventions, we will provide 1:1 crisis counseling, to address emergency and crisis response events (divorce, death, etc.). As well as provide mental health referrals to community agencies we have partnered with (Nueva Vista, South Bay Community Services). We collect documentation of individual sessions and progress and collect referral information and receive monthly updates from agencies.

Pupil and Family Engagement and Outreach

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

Mueller Charter and Bayfront Charter serve students in TK-12th grades. We have developed an attendance policy to track, monitor and support our students during Distance Learning in our K-8 site and also at our high school.

TK-8th Grade Attendance and Engagement Plan

Level 1: Teacher will contact student and family after each missed live instruction session. Teachers will keep a log of families that they are contacting due to missed live instruction.

After 3 unsuccessful attempts, the teacher will write the child's name on the attendance tracker document. Unsuccessful attempts include not being able to make contact with the family. In addition, unsuccessful attempts also include contact being made but the student still not participating in instruction. Teacher will enter the student name on the Attendance Tracking Document and a brief description of the steps taken to connect with the student and family. See embedded link below.

***Note: We recognize that some families may have some circumstances that prevent their children from attending live instruction. (i.e essential workers unable to support their child during the day). To support these families, we have developed a Distance Learning Parent Contract that will utilize asynchronous learning options including viewing videos of live instruction at a later time with their child.

Level 2: School Counselors & Attendance Specialist will contact families on the Attendance Tracking Document to attempt to make contact with families. The counselor will identify any external/internal obstacles that the student may be facing that is preventing the student from engaging in online learning. The counselor will collaborate with the family to develop a plan where the student will be successful.

Level 3: After a week, if there is no reported improvement by the teacher, the counselor will notify the Dean of Students (Administration) that the student isn't following through with the agreed upon plan.

The Dean of Students will reach out to the family to discuss expectations and collaborate with the family to come up with a plan so the student is successful in joining classroom instruction.

Level 4: After the first meeting with the Dean of Students if the plan still isn't followed, the Dean of Students will conduct a home visit to discuss the importance of engaging in online learning for the 2020-2021 school year.

9th-12th Grade Attendance and Engagement Plan

Tier 1: Teacher takes roll on Jupiter and contacts absent parents the same day via text or phone call. Liz will mark absent students on Tac. Liz will also notify staff by 12 pm each day if a family has notified Bayfront of an excused absence.

Tier 2: If a student reaches 3 absences without contact, then the teacher documents the student name on the Online Attendance Tracking SpreadSheet for the Attendance Team to reach out.

Tier 3: On 3rd absence Dean contacts students and families to gain additional context and determine initial support plan. As needed, the Dean directs/connects students and family with appropriate points of contact: Social Worker, Counselor, Outside resources, etc.

Tier 4: On the 4th absence we will begin Home Visits with the Dean, Social Worker & SRO.

Tier 5: On the 5th absence the Student Attendance Team will begin the SART process to determine additional support plans for the student. Continued Absences may result in disenrollment from Bayfront Charter High School.

DAILY LIVE INTERACTION

Teachers will take attendance each morning between 8:00-9:00 or at the beginning of each period. Daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining connectedness. Interaction may take the form of Internet or telephone communication, or by other means permissible under public health orders.

DOCUMENT STUDENT PARTICIPATION

Each teacher shall document daily participation for each student on each school day. A student who does not participate in distance learning on a school day shall be documented as absent for that school day.

ENGAGEMENT RECORDS

A weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each day of distance learning, verifying daily participation, and tracking assignments.

ABSENT

A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the school. Mueller shall document the absence for purposes of reporting chronic absenteeism.

REPORT AN ABSENCE

Parent/guardian will need to call the school office or email the attendance secretary to report & excuse a sick absence. Students accumulating sick absences for 3 days or more will need a doctor's note to excuse the absence.

CONTRACT (Mueller Campus Only)

Parents must complete a “Mueller Contract” committing to having their child complete asynchronous learning at a later time of day for students who are unable to attend class during scheduled class/attendance time due to a connectivity challenge or need for parent support.

INDEPENDENT STUDY CONTRACT

Parents will complete an “Independent Study Contract” for a planned absence of 2 or more days that they will not have access to participate online.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Meal distribution will be provided for students attending both Mueller and Bayfront at Mueller Charter School to students enrolled at Mueller and Bayfront.. Mueller and Bayfront staff will work with Child Nutrition Services from CVESD in coordinating the meal distribution for students participating in distance learning. Staff from Mueller, Bayfront, Chula Vista Elementary School District Child Nutrition Services will participate in the meal distribution during the weeks of distance learning.

During the first few weeks of the 2020/2021 school year meals will be distributed weekly, every Tuesday from 12:00-2:00. As need is assessed and input is gathered from families and Child Nutrition Services, the meal distribution schedule may be adjusted. The number of meals prepared was determined by the demand demonstrated each day, i.e. more need or excess left over. The distribution will be a curbside drive-through “grab and go” process, placing pre-bagged meals into car trunks for the protection of both staff and the vehicle occupants. Meal distribution will be careful to accommodate all social distancing and safety guidelines. Meal bags contain breakfast lunch, and snack servings. Servings include 5 days of meals.

A phone messaging system will be used to call families to communicate information about the times and locations of meal distribution. Teachers and counselors will provide ongoing communication, forwarding information to families. Additionally, information will be sent to families through a digital flyer system. All information with times and locations for meal distribution is available on the school websites and is also displayed in the office window on each campus.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Charter Helper employee roles have been repurposed to increase daily cleaning and sanitizing of the campus. As we transition from distance learning to staggering student return to campus additional cleaning and sanitizing will be necessary, causing a need to increase the charter helper contribution to custodial support.	200,000	No
Distance Learning Program (Access to Devices and Connectivity)	Additional technology support. The demands of distance learning through technology has increased the need for additional technology support hours. A part time IT position has been made full time for the 2020/2021 school year to provided needed support to technology updates, repairs, and trouble shooting.	75,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	80 Macbook Laptops were purchased for teachers to aid in their distance learning instruction.	100,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	70 Macbook Air Laptop were purchased for students for distance learning.	85,000	No
Distance Learning Program (Continuity of Instruction)	Zoom and other digital subscriptions for learning and connectivity	40,000	Yes
In-Person Instructional Offerings	Facility enhancements to provide outdoor learning spaces - awnings, shade structures, umbrellas, outdoor furniture	150,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional online learning programs i.e. Ascend, See Saw, Pear Deck, etc...	10,000	Yes
In-Person Instructional Offerings	Facility safety and sanitation - signage, PPE, touch-less water stations, sanitation stations, air purification	50,000	Yes
Stakeholder Engagement	Communication Professional Expert for weekly communications with all stakeholders	50,000	Yes
Pupil Engagement and Outreach	Enrichment for students and families for virtual or other in person attractions (i.e. museums, parks, aquatic centers,) 50 per pupil	85,000	Yes
Pupil Engagement and Outreach	Providing childcare on the Mueller campus for the children of essential workers.	52,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for distance learning techniques for both synchronous and a-synchronous learning	50,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.33%	2478563

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Designated and Integrated ELD strategies for English Language Learners continue to be provided through distance, hybrid, and in-person models of learning. English Learners participate in oral language opportunities during classroom instruction while on campus and during virtual meetings with their teachers by listening, summarizing and retelling information presented to them. Supports and strategies for Designated ELD include small group instruction both in-person and via virtual meeting platforms. Imagine Learning, and targeted ELD instruction in content areas are provided during distance learning, hybrid, and in-person learning models. Integrated ELD supports and strategies include Guided Language Acquisition Design, Graphic Organizers, and Sentence Frames. Counseling services have been modified to meet the needs of our school community consisting of over 85% low-income families. Counselors and a school social-worker work closely with identifying students that need additional support; working with families to provide outside referrals to agencies, crisis intervention and prevention including foster and homeless youth and low-income students. Counselors and support staff have regular check-ins with identified foster and homeless youth. The team provides support to families through collaboration and finding additional approaches to continue each child's learning. Strategies may include but are not limited to: weekly handouts, modified assignments, virtual meetings with students, consultation, collaboration, and resources.

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

Our English Learners, Foster Youth and low income students continue to be critical subgroups that we monitor carefully through our school-wide monitoring process. Our homeless and foster youth are case managed by our school counselors and social workers to continue to provide adequate interventions and services as needed. Our English Learners are monitored academically with support being differentiated integrated and designated ELD during distance learning. Academic supports are developed and monitored by the classroom teacher in conjunction with the support staff at each site. At Mueller TK-8, all students qualify for free and reduced lunch, we always seek to provide the necessary supports and services to students to address their basic needs, social emotional needs and academic needs. Meal distribution has been implemented to provide breakfast and lunch for our students weekly for both Mueller and Bayfront. We have worked closely with families to provide access to connectivity in both wifi and devices. All families that needed devices were provided one for their child. We also worked with our highest need families to provide internet hotspots. All students on the TK-8 site were provided with school supply bags with grade level specific materials including: pencils, papers, crayons, highlighters, journals etc. In addition, they were also provided with curriculum and textbooks at their respective grade level for use at home during distance learning.

