

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

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

The one.Charter developed a Distance Learning model to provide ongoing access to meaningful learning opportunities for all of our students. From March 16-18, 2020, teachers worked on site and collaborated to expand the use of Google Classroom to ensure students had virtual access to curriculum and instruction. Online distance learning was fully implemented by March 19. Since then, teachers maintained daily contact with students virtually. Students were provided Chromebooks to access instruction from their homes. Local area free Wifi spots were communicated to all families.

Professional learning continued for our teachers, support staff, and administrators. Our Director of Curriculum, Professional Development and Assessments, along with our Coordinator for Multi-Tiered Systems of Supports continued to ensure our entire staff had necessary access to professional learning during these challenging times. The professional learning opportunities focused on support for teaching and learning in a distance learning model. We continued to have an emphasis on PBIS, Restorative Practices, and WRITE strategies in all content areas. Contingency plans were developed, based on the advice from the California Department of Education to ensure professional learning opportunities will continue during the 2020-21 school year.

Our Educational Services Division worked extensively with us to provide support for our students, families, and staff. With input from many divisions at SJCOE, Educational Services developed LOCKER - Learning Outside of the Classroom Enrichment Resources <https://sjcoe.org/locker/>.

Our counselors, mental health clinicians, and truancy support team continued to reach out to students and families to keep them engaged with learning during the school closures. Referrals to community agencies were made by the counselors and mental health clinicians as needs were identified. The **one**.Charter followed CDE guidelines for issuing grades and credits for the 4th quarter.

A major impact to students and families included not having the in-classroom support of the teacher for academic and social-emotional support. Our program is founded on building positive interpersonal relationships to support the student and the families as needed, and without this daily interaction, our students struggled completing assignments and staying focused on their academic goals.

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

The **one**.Charter recognized that our EL, foster youth and low-income students continue to need additional support to be successful and access distance learning. English learner students continued to receive ELD designated and integrated instruction through teacher's Google Classrooms and direct instruction opportunities using Google Meet. Integrated ELD instruction is delivered to all EL students in all content areas through Google Classroom using the WRITE Approach. The WRITE Approach focused on literacy implementation. English learner students continued to be monitored for academic progress and language acquisition, as well as assessed for reclassification. All students had access to Chromebooks if they did not have a device at home to access distance learning. Local area free Wifi spots were shared and communicated to all families. The **one**.Charter teachers continued to reach out to students and families daily, including English learner, foster youth, and low-income families to help address additional needs.

Foster Youth Services Coordinating Program (FYSCP) and transition staff continued to connect with foster and homeless youth by providing the necessary resources regarding access to food, housing, school and mental health resources. Chromebooks and information regarding local area free Wifi spots were provided to those in need ensuring access to distance learning curriculum and ongoing connection to school staff. FYSCP and transition staff also provided clothing and hygiene supplies to homeless youth and families.

Low-income students make up the large majority of students in the program, and they continued to receive academic and social-emotional support through a continual outreach program that included teachers, Campus Safety Technicians, our truancy intervention team, Counselors, Mental Health Clinicians, and Nurses. Students were provided access to Chromebooks and provided information about free Wifi spots.

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

Students and parents were issued Chromebooks, textbooks, and other materials for use at home to stay engaged with meaningful learning opportunities during the school closures. Throughout the 2019-20 school year **one**.Charter staff were provided with Google Classroom training and other distance learning training. This continued during the closures and a cohort of teachers and administrators began the Leading Edge

Certification training in collaboration with Stanislaus County Office of Education on June 1 to further develop capacity for online instructional support for our students and staff.

Teachers continued to provide direct instruction through group Google Meet calls, Google Classroom, direct text, and phone calls with students on a daily basis. In addition, online courses through our Edmentum platform remained available. Group and individual lessons were given through Google Classroom. Teachers were asked to document contact and engagement with individual students in our SIS (Promis). If a teacher could not contact a student, or they were not submitting work, the truancy intervention team and counselors were contacted, and in the majority of cases, a home visit was conducted.

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

The **one**.Charter is providing school meals at various school site locations throughout the greater San Joaquin County Area. Although school sites are closed and onsite instruction has been suspended, it is critical that all students, especially disadvantaged students, have the opportunity to receive meals while maintaining the safety of both staff and students.

The **one**.Charter implemented grab and go pick-up service for breakfast and lunch. This service was communicated to students and families via direct phone calls/emails/texts from teachers and staff along with using the following: Facebook, PeachJar, and Edulink. Monday-Friday, students could pick up lunch for the current day and breakfast for the following day. Pre-packaged meals were distributed in the parking lots of the designated nutrition sites to minimize physical contact. Families could drive up and pick up a meal for all children in the vehicle. For families that requested additional support, home meal delivery was utilized for families and students who did not have the ability to visit a school site for meals. As of June 2, 11,086 meals have been served and access to nutrition will continue through the summer.

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

The **one**.Charter took the following steps to arrange for supervision of students during school hours:

- Monitored, contacted, and follow-up with students identified as disengaged prior to the closure.
- Monitored student engagement and progress through daily distance learning attendance/engagement data.
- Daily outreach efforts via phone/text to students that have less than satisfactory contact/engagement.
- Conducted home visits to connect with students and deliver distance learning devices.
- Conducted home visits to evaluate student wellness.
- Actively referred students and other stakeholders to available community and county office of education resources.
- Provided information to students and families regarding identified nutrition sites.
- Staffed all identified nutrition sites with Campus Safety Technicians to identify student needs, barriers to success, and applicable resources.
- Established a truancy intervention specialist as the point of contact for all incoming calls.
- Established and maintained contact with all instructors to provide assistance and outreach on an individualized basis.
- Continued to assist in the enrollment process of new students. Including collection of paperwork, connecting new students to instructors, and issuing distance learning devices.

The one.Charter provided school updates and information, activities that encourage building family relationships, educational resources for distance learning at home and other community resources for families through Facebook, PeachJar, Edulink phone calls and texts, and teacher Google Classrooms. Parent Project classes continued to be held in a virtual setting using Google Meet.

California Department of Education

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