

COVID-19 Operations Written Report for Escalon Charter Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Escalon Charter Academy	Ricardo Chavez Assistant Superintendent	rchavez@escalonusd.org 209-838-3591	June 16, 2020

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

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

Escalon Charter Academy (ECA) continues to work hard in order to ensure that all students continue to learn at high levels despite school closures. In response to school closures tied to the COVID-19 emergency, ECA made quick and necessary changes to educational program offerings in order to provide high quality distance learning opportunities. In unison with all other San Joaquin County Office of Education LEA's, ECA implemented school closures effective Monday March 16, 2020.

Distance Learning was implemented in a couple of phases. During the first phase of school closures up through Spring Break (Spring Break ran from 04/10/2020 through 04/19/2020) ECA teachers issued take home packets (both in hard copy format or via download through school site and district websites). For families who lacked both computer/printer access and or struggled with transportation to pick up packets, work packets were mailed home weekly. During this same time ECA staff communicated with every family individually to assess technology needs including the need for access to computer devices and or internet access.

Teachers were provided training opportunities and best practice guidance (re: the use of online platforms including Google Classroom and Zoom) in consultation with local bargaining units in order increase access to teacher instruction. Post Spring break instruction was provided via google classroom, zoom and other instructional platforms used within the charter. Efforts were implemented to deploy chromebooks to all students that required a computer device and various internet access options were provided including hot spots throughout the community (via developed partnerships with local businesses and other community stakeholders), hot spot access at school sites, information on free to low cost internet access and mobile hot spots into remote areas (e.g. bus drivers visiting individual homes and providing hotspot internet access consistent with a weekly schedule). Weekly check-ins were used to monitor student access both by classroom teachers and as needed by site administration to ensure that barriers preventing access to distance learning were minimized. Paraprofessionals assisted in providing supplemental instruction to support additional student needs including those students identified with a disability.

The largest impacts to students and families in the charter include an increased demand for at home support and supervision by parents and other caregivers. In addition, some students struggled with internet access. ECA assisted in mitigating these impacts by providing access to chromebooks and facilitating internet connectivity to allow for increased educational access. In addition, information with resources pertinent to student supervision during school hours was shared so that parents had points of contact.

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

ECA implemented measures to support the varied needs of unduplicated students. In order to ensure that all families had relevant information during school closures, all ECA communication came through multiple channels (e.g. phone calls, emails, text messages, social media posts such as Facebook and Instagram and using the District website). In addition, information was provided both in Spanish and English to ensure that all our families had necessary information pertinent to distance learning, access to district provided meals and other relevant resources.

ECA instructional staff continued to provide instructional supports and differentiated instructional to our English Learner population consistent with best practices and effective instructional approaches even through distance learning. English learners enrolled in the Dual Language Immersion program continued to receive instruction through distance learning.

Low income, foster youth and English learners had access to academic counseling as well as mental health supports through school counselors, school psychologist and mental health clinician services. Chromebooks were made available and provided to every student that required it to access distance learning program and hotspot internet support was provided. For students living in remote areas with no other means of internet access, vans with mobile hotspots ensure that students were given access to academic programming. For students that continued to require work packets, work was mailed or delivered weekly. Students in need were provided with weekly access to school meals.

In addition, in order to provide ongoing support a consistent check-in program was implemented where both classroom teachers and site administrators checked in with families especially when students were not accessing distance learning programming.

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

Teachers delivered high-quality distance learning opportunities by providing instructional supports beyond work packets. Classroom teachers facilitated instruction by quickly adapting to the use of technology platforms. Blended educational opportunities including lessons, and assignments were provided through various platforms inclusive of google classroom and zoom amongst other familiar programs and educational platforms. To provide additional individualized support, teachers were available for individual academic consultation and support via office hours, emails text messages and other forms of communication.

In order to meet student need beyond academics, ECA provided access to mental health services, academic counseling and social skill support. Students could access these supports regardless of whether the services were offered as a special education related service. School psychologists, school counselors and the district mental health clinician were available for support during specified office hours, through appointments and via hotline access. List of behavioral supports were also made available for students, parents and educators to access.

ECA's goal was to continue support the needs of the whole child even during school closures.

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

ECA worked hard to ensure that students-maintained access to host District provided school meals even during school closures. The District applied for and received a waiver through June 30, 2020 to provide emergency meals during school closures associated with the COVID-19 pandemic. In order to allow meal access to all students, no proof of income or financial need was required when picking up meals. Any child age 18 and younger regardless of school or district of attendance could participate in the meal program. Meals provided followed CA state heathy food guidelines.

Effective social distancing practices were put into place in order to prevent any possible spread of COVID-19. The measures implemented included the use of a “drive through service” where cars drove up into school loading zones. Once in the meal pick up zone, the driver of the vehicle and children in the car indicated the number of meals needed (e.g. number of children in the vehicle). The number was written on a piece of paper and shown to district employees distributing meals, who subsequently handed food through car windows or placed them in car trunks. These measures coupled with the use of gloves and masks supported social distancing practices. Furthermore, meals were provided only one day per week in order to minimize contact. Students picking up meals were provided with enough lunch meals to last through a week (e.g. through the next available pick up window). Information regarding meal pick up schedules was shared through multiple means of communication including phone calls, text messages, emails, information posted on District websites and using social media including the District operated Facebook and Instagram pages. Information was provided in multiple languages in order to allow access to all children in the community. Meal were provided primarily through two elementary school sites, allowing access to all students throughout district boundaries regardless of location (e.g. rural or in town). Furthermore, the District has shared information through various means of communication regarding additional assistance including Pandemic EBT. Reminders have been sent to families encouraging families to apply for the program.

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

Although Escalon Charter Academy was unable to provide supervision of students during ordinary school hours while schools were closed within District, the District did partner with the San Joaquin County Office of Education. The District posted and provided resources indicating where student supervision could be accessed. Information was shared through various means of communication including social media (e.g. District operated Facebook and Instagram accounts).