

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.

What was already in place and continued:

TK-8th:

- Grading:When the school closure happened our students were halfway through their semester. Assignments built on the content that had been previously taught. Grading transition to having a greater focus on formative assessments.
- Materials: Students had projects and consumable workbooks for phonics and math which they were able to continue. Students had access to a technology cart in their classrooms for assignments that required a chromebook or ipad (depending on the age-appropriate need). Students continued to follow the Adelante Benchmark language arts curriculum and materials online and via consumables.
- Direct Instruction: Students met regularly with their teachers to receive direct instruction. Prior to the closure it was done on-campus Monday through Friday, upon the school closure it was done via zoom Monday-Thursday.
- Electives: Students received art and P.E. instruction on campus and later it transitioned to a reduced schedule online.
- Interventions & Supports: Students with IEPs continued to receive full services from SAI to speech therapy. Students who needed small group intervention continued receiving them online but there was a reduction in caseload.
- Social-Emotional: Recess was transitioned to an online zoom to maintain socialization Monday-Thursday. School spirit days were all transitioned online.
- Communication: Regular school communication continued via Parentsquare, Facebook Page, and Escuela Popular website. Direct contact via parents and teachers increased and was the central line of communication.

9-12th:

- Grading:When the school closure happened our students were halfway through their semester. Assignments built on the content that had been previously taught. Grading transition to having a greater focus on formative assessments.

-Materials: Students had access to a technology cart in their classrooms for assignments that required a chromebook or ipad (depending on the age-appropriate need). Students continued and increased their use of Google Classroom, Newsela, and No Red Ink (online applications).

-Direct Instruction: Students met regularly with their teachers to receive direct instruction. Prior to the closure it was done on-campus Monday through Friday, upon the school closure it was done via zoom Monday-Thursday and transitioned from 50 minute periods to a block schedule including 1.5 hour periods.

-Electives: Students received transitioned to online instruction.

-Interventions & Supports: Students with IEPs continued to receive full services. Deans remained available for assistance and completed follow-ups for students who had challenges getting online for class.

-Communication: Regular school communication continued via Parentsquare, Facebook Page, and Escuela Popular website. Direct contact via parents and teachers increased and was the central line of communication.

What was added to address needs:

Immediate needs: The most immediate need was to create a flexible learning plan that incorporated how to provide instruction off-campus. Some other immediate needs were giving students access to technology at home, creation of emails for students, teachers creating Google Classrooms, and extending our licensing for online learning applications. Additionally, there was an increase in professional development for our teachers and staff on how to use our educational technology to provide instruction.

Long-term planning: Some long-term needs continue to be professional development for teachers and staff, reliable internet access, assessment planning, and ways to engage students with online instruction. On-going long-term planning includes support and resources with housing, food supplies, immigration, socio-emotional needs.

Response:

In response to our immediate needs we created a flexible learning committee that incorporated department and grade-level leads and instructional leaders who communicated weekly with their respective sub-committees. The flexible learning committee met every other week to discuss the upcoming needs, receive updates, and troubleshoot areas that needed improvement. Devices were distributed to students who needed a device at home. The business department worked with the various service providers to extend our licensing for the online learning applications: Newsela, No Red Ink, and RAZkids. Instructional leaders and Director prioritized individual and small group professional development sessions with teachers to ensure they could set-up Google classrooms and access all educational technology.

Continued planning is needed for how to re-open the campus, and address the longer term needs.

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

Communication: All communication has been and will continue to be bilingual. School Deans maintain direct contact with families who have been highlighted by teachers as needing additional support. Majority of teachers and staff are bilingual to be able to provide support and resources in their student/family's preferred language.

Provision of resources: A survey was given to all families to gather information on what their needs would be during the school closure. The survey demonstrated a need for devices, paper-pencil materials, and food. This led us to distribute devices, assist students with setting-up free internet, distribute consumable packets, and distribute groceries on a weekly basis.

Differentiation of instruction and student supports: The intervention team and school Deans maintained close contact with the classroom teachers and responded to the hotline phone number where students and families could call for support with any need. The special education department continued to have IEP meetings, follow-up on student goals and progress, and provide support as needed.

Response: Overall, the response was to gather information via surveys, phone calls, and direct communication with teachers and families. Once the information was gathered the next step was to mobilize the operations team to gather all the resources available, then distribute to students and families.

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

Schedule:

8:00 - 9:00 am	Wake up, Breakfast, Get ready for the day. IEP meetings/Planning
9:00 - 9:40am	2nd Grade Class via Zoom video call TK, K, 1st Grade Read on Raz-kids.
9:40 - 10:20am	1st Grade Class via Zoom video call TK, K, Physical activity to get ready for the virtual class. 2nd Grade work on their homework packet.
10:20 - 11:00am	Kinder Class via Zoom video call TK, Lunch 1st Grade work on their homework packet. 2nd Grade Physical activity/.
11:00 - 11:40am	TK Class via Zoom video call Kinder, 1st, 2nd Lunch
11:40 - 12:20pm	TK works on their homework packet. Kinder works on their homework packet. 1st Grade Physical activity 2nd Grade Read on Raz-kids.
12:20-12:50pm	Creative Time
12:50 - 1:00pm	Break
1:00 - 3:00pm	Teachers are available to help with questions about the homework.
3:00 - 4:30pm	IEP meetings and planning

- When an instructor is teaching a subject on video call, the other teachers will be listening to the video call as well to assist the students in tutoring hours.
- Students will receive workbooks and homework packets/books to work on during the week.
- Students will do a short evaluation online to evaluate their progress at the end of the unit.

Time	Mon. - Thurs.	Friday
8:00-9:00	Individual Planning/IEP meetings	Fun Friday - students do their enrichment activities - no class time
9:00-9:45	5th: ELA 3rd: SLA 4th: Math 6th: Math	
10:00-10:45	6th grade office hours via Zoom 3rd: Math 4th: Spanish 5th: Math	8:45 - 12:00 am Collaboration time
10:45-12:00	3rd grade office hours via zoom 5th grade Office hours via zoom 4th: English 6th: ELA	
12:00-1:00	Virtual Recess/Lunch	Lunch
1:00-1:45	4th grade office hours via Zoom 3rd: ELA 5th/6th: Independent Work	1:00 - 4:30 pm Staff Meeting
2:00-3:00	Virtual Office Hours Q & A for parents and students through email, zoom, or phone	
3:00-4:30	Planning/IEP meetings *Assignments are due *Individual Tutoring available upon request after hours	

AM 7-12th Grades					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00 A.M.	<ul style="list-style-type: none"> • Collaboration meetings • Individual planning • IEP Meetings 				8:00 – 10:30 A.M.
9:00 - 10:30 A.M.	Period 1	Period 2	Period 3	Period 4	<ul style="list-style-type: none"> • Collaboration meetings • Individual planning • IEP Meetings
11:30 - 12:15 P.M.	Lunch				
12:15 – 1:45	12:15 – 4:30 P.M.	Period 5	Period 6	Period 7	2:30-4:30 P.M. <ul style="list-style-type: none"> • Staff Meetings • Department meetings • Cluster Meetings
1:45 - 2:45 P.M.		Virtual Office Hours			
2:45 - 4:30 P.M.		<ul style="list-style-type: none"> • Collaboration meetings • Individual planning • IEP Meetings 			

Attendance/assignment completion tracking (quantify engagement, if possible):

Engagement for each class was determined based on student’s participation demonstrated in any of the following ways: check-ins as scheduled for each period, submission of work/assignments as posted by teacher for each period, responding to postings and/or emails for each period during the designated time for each period. If a student is unresponsive and did not engage at any level, teachers were to submit a “request for student follow-up” that was acted on by school personnel (deans). All teaching staff would document their student’s engagement via our school participation tracker. On average teachers reported over 70% of students engaging in flexible learning.

Assessments/grading: Grades were to be formative and not punitive. Flexibility and to a certain degree leniency was to be given due to factors that were out of the student’s control. A cultural and trauma-informed lens was to be taken as a shift was made to flexible learning and in determining how students would be graded and/or assessed. It would be recognized that flexible learning could not replace the in-person experience but the goal would be to maintain a level of learning so as to prevent regression or loss of learning directly aligned with our core values. During this period, no student’s grade would be negatively impacted. Grades were to be determined using the following measures: submission and completion of posted assignments, and proficiency as measured by assignments.

Teacher PD: Instructional leaders and director led weekly meetings, along with professional development sessions targeting online applications, setting-up Google classroom, planning sessions, one-on-one troubleshooting, and curriculum development to better understand the online functions. Multiple opportunities for collaboration and professional development were embedded into the weekly schedule.

Parent Supports: To maintain consistency and clarity throughout the implementation all staff members will use the official school communication platforms including: Parentsquare, School's Facebook Page, School's Instagram Page, emails, and traditional calls. If a student became ill and/or was unable to engage with their classes, parents/guardians were to communicate with the teacher. If students do not have access to an existing network the school deans would assist in setting up a free broadband subscription.

Social-Emotional/Relationship Support: All teachers would be online and available for students or families to drop in during the scheduled Office Hours period. The school provided a hotline phone number where Deans were ready to assist or connect the student/families with the support they needed.

Response: To best meet the needs of the students at Escuela Popular the school adopted a blended model of flexible learning which included the following:

- Paper packets
- Consumable workbooks
- Textbooks
- Online Platforms
- Online Applications
- In-class support

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

Distribution process or partnerships with providers: Two schools within less than a mile away and local school districts distributed school lunches on a daily basis to all families from the community to which our students had access to participate in. Along with a local church group we have been distributing 500 grocery bags to families once a week.

Communication with families: Families have been informed of resources for free lunches and food distribution opportunities via ParentSquare and Social Media.

Response: Every Thursday since April 30-June 30 350-500 grocery bags have been distributed from our school site. Information for other food distributions centers are made available to our students and families via ParentSquare, Facebook and outreach phone calls by our staff.

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

Immediate needs: No immediate need for supervision of students was needed.

If no supervision provided, guidance for families and referrals to community resources:

Communication process: Staff called families to inquire about needs once we switched over to our Flexible Learning plan. Teachers also worked with families and made referrals to our Deans of Students to attend to needs of the family.

Response: Information for all community resources are made available to our students and families via ParentSquare, Facebook and outreach phone calls by our staff.