

# 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:*

- Materials: Students continued with the use of Side by Side text books, core novels, and various educational technology applications. 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).
- Electives: Students received art, zumba, and P.E. instruction on campus and later it transitioned to online via Google Meet.
- Supports: Deans were available to assist students with graduation requirements, completing applications for basic needs, and assisting with any special circumstances as they arose.
- 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.
- 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 with office hours being held multiple times a week.

*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, especially those who have limited or no knowledge of how to use

the technology available. 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 with a focus on those in the more advanced English courses. The business department worked with the various service providers to extend our licensing for the online learning applications: Newsela, No Red Ink, and Stemscopes. Additionally, beginning level English books were purchased and made available to all students. 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 students 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 students to gather information on what their needs would be during the school closure. The survey demonstrated a need for devices, paper-pencil materials, English workbooks, and food. This led the school to distribute devices, assist students with setting-up free internet, distribute consumable packets, English workbooks, and distribute groceries on a weekly basis.

*Differentiation of instruction and student supports:* The school deans maintained close contact with the classroom teachers and responded to the hotline phone number where students could call for support with any need. The special education department continued to be available for any student with an IEP to receive services.

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

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

**Schedule:**

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

High School PM					
Time	Mon45075.day	Tuesday	Wednesday	Thursday	Friday
2:30 - 4:30 P.M.	Planning				Staff Meeting
4:30 - 6:00 P.M.	Virtual Office Hours				Collaboration Meetings
6:00 - 7:30	Period 1	Period 2	Period 3	Period 4	Virtual Office Hours
7:30 - 8:00 P.M.	Dinner				
8:00 - 9:30 P.M.	Virtual Office Hours	Period 5	Period 6	Period 7	Virtual Office Hours
9:30 - 10:30 P.M.	Indep. Coursework				

*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.

*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/Student 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 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 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.

California Department of Education

May 2020