

# 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.

**Instruction:** In response to COVID-19, ECRCHS has shifted its instructional program to remote-based instruction using Canvas LMS and Microsoft Teams. All existing programs are still being offered in an online format where students meet with teachers daily. We transitioned from a five-day instructional week to a four-day instructional week that has allowed teachers an opportunity to grade, hold office hours, contact parents, etc. It further allows students an opportunity to stay on top of assigned work, catch up on assignments if they have fallen behind, and meet with their teachers, if necessary.

**Mental Health:** ECRCHS realizes that even the strongest of families may experience fear and/or become overwhelmed with serious financial setbacks, not to mention illness and loss from within. Acknowledging that engaging in distance learning may not be foremost on students' minds during this pandemic, one of the most important things ECRCHS has offered all its students and their families at this time access to mental health supports; i.e. counselors, School Psychologists, and PSW. Additionally, academic and emotional support has been provided by Deans, Counselors, and support staff who reach out to students who are chronically absent, suffering emotionally, and/or need strategies to help them beyond the classroom.

**Student Support Services:** Approximately 15% of our student population have an IEP or 504 plan, representing the most significant change in program offerings due to the COVID -19 pandemic. Through all the turmoil and uncertainty, however, ECRCHS remains committed to providing students with disabilities a free appropriate public education ("FAPE") and will be providing educational opportunities through a fully home-based, virtual program. ECRCHS is holding virtual IEP meetings and maintaining compliance timelines to the extent possible, including holding IEPs that were scheduled prior to the closure as well as holding IEPs requested as a result of the transition to distance learning.

ECRCHS notified all families with IEPs that the closure has resulted in a necessary temporary change in placement beginning on March 16 and extending throughout the closure and that, although the campus is closed, services included in their child's IEP would be provided remotely to the greatest extent possible for the duration of the closure. In this letter, which served as a Prior Written Notice, parents were also offered the option of convening an IEP meeting to discuss any concerns or whether any changes to the IEP were needed to address challenges encountered during distance learning.

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

**English Learners** (EL & RFEP) represent 1.69% of our student population. Prior to COVID-19, the EL coordinator provided ELD teacher training on differentiated instruction to all departments.

Since the March closure, our coordinator has continued training to include the following distance learning strategies for teachers with EL students:

- Focus on a few tools for distance learning; too many can distract already struggling students;
- Establish a structured online environment with a calendar of assignments, announcements, discussion board, and a chat room. Continuity helps ease anxiety;
- Emphasize language production – students are isolated and not likely to have much exposure to the English Language. Use Microsoft Team ‘channels’ to create groups for students to collaborate on learning just like in the classroom;
- Scaffold instruction to accommodate different English language proficiency levels; i.e., use OneNote Immersion to create varied Lexile leveled readings;
- Use multiple digital media to allow students an opportunity to demonstrate learning; i.e., hide the learning in student centered, authentic, and engaging assessment.

**Foster Youth** (4) represent less than .11% of our overall student population. Our counselors reach out to all 4 students weekly and provide support through coordinating services with LACOE and our own TSP intervention and mental health services.

**Low-income students** represent 35.9% of our student population. For many of these students, the realities of “prioritizing life instead of school” has become the new norm. ECRCHS has worked tirelessly to provide these students with the supports they will need to remain engaged under such difficult circumstances:

- Access to daily meals through local Grab and Go Food Centers;
- Access to ECRCHS mental health services;
- 100% distribution of digital devices.
- Assistance in obtaining free internet/broadband service from local service providers

Abrupt changes in an already established instructional program often lead to loss of student participation and ECR has not been immune to that. For students with no internet access, ECRCHS is working to provide internet services via WIFI hotspot devices for the Fall 2020 semester. In the event these options have been exhausted, students are able to drop off work at the school building during normal school hours.

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

Prior to the COVID-19 pandemic, ECRCHS worked diligently to confront digital equity concerns by addressing the two major issues within digital equity:

- Access to a reliable, safe, and secure digital infrastructure;
- Access to digital technology & services.

**Infrastructure:** Our hybrid network employs both on-site and cloud-based solutions that can be easily scaled up or down to meet networking needs. All student and staff devices connect and route back to ECRCHS using an enterprise grade virtual private network, allowing us to secure student connections to constantly monitor and filter internet use from any location. Coupled with redundant internet lines and firewalls, ECRCHS can ensure maximum uptime with elastic load balancing and fault tolerant features that provide one of the safest, secure, and most reliable networks possible.

**Maintenance:** To manage devices, ECRCHS utilizes Microsoft Intune mobile device management, streamlining and automating device provisioning, policy management, app delivery, and updates for all student devices in real time. Supporting device management is our on-site technology team, available for support through our Genius Lounge drop-in service or online virtual troubleshooting sessions. Additionally, our ECRCHS Genius Lounge houses a certified Lenovo repair center for expedited device repair.

**Devices & Applications:** Each student is equipped with a Windows10 laptop device that incorporates Office 365. Students and teachers have access to educational applications for communicating and messaging effectively, facilitating discussion, assessing learning, and delivering lessons that create interesting and active remote learning experiences.

**Instruction:** In response to the COVID-19 pandemic, ECRCHS has developed a distance learning plan so our students can continue to thrive during school closure. This plan allows students to build upon the learning trajectory already established in the classroom. Flexible instruction through Canvas LMS and Microsoft Teams allows teachers to teach in a variety of ways, including live video conferencing, discussion boards, virtual question and answer sessions, multimedia clips as well as the integration of educational software programs and student engagement platforms. We continue to refine our implementation/methods/practices to ensure high quality distance learning opportunities for all students.

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

LAUSD is the charter authorizing agency to ECRCHS and 276 other charter schools (53 Affiliated, 224 Independent) in the Los Angeles county area. As such, LAUSD is committed to providing a wide range of resources to the students and families of the schools in its boundaries and subject to its charter authorizing oversight.

In response to the COVID-19 pandemic, on Friday, March 13, 2020 Governor Gavin Newsom issued Executive Order N-26-20 detailing the physical closure of schools by all state LEAs. One of the mandates outlined in the Executive Order is that schools continue to provide meals in non-congregate settings.

On Tuesday, March 17, 2020, LAUSD, in partnership with the Red Cross, opened numerous Grab & Go Food Centers for any child under the age of 18, regardless of the school they attended. The center serving the ECRCHS students and families located in the Woodland Hills' community was located at Columbus MS.

With LAUSD functioning as its school food authority (SFA), ECRCHS began communication efforts - in multiple languages - to provide all ECRCHS stakeholders with the dates, times and locations for these centers through automated phone messaging, email, website, and social media communication mediums. Additionally, a full list of LAUSD Grab & Go Food Center locations across Los Angeles is available on the LAUSD website and was advertised to the public via public radio and television announcements. This information was also shared with all ECRCHS stakeholders in support of the students who do not live within ECRCHS's attendance boundaries. ECRCHS will support low income students by continuing to provide bus passes/METRO TAP Cards, ensuring a reliable source of transportation to and from different LAUSD Grab & Go Food Center locations.

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

The tracking and follow-up regarding student attendance/engagement is one of ECRCHS's most important responsibilities as it relates to the safety, welfare, and educational success of our students. As we adjust to the new realities of a COVID-19 distance learning environment, it is critical that we maintain regular contact with our students and families and support students' general well-being. The goals for attendance during this pandemic are two-fold:

- Maintain regular contact with students to ensure active participation and engagement; and
- Ensure targeted supports for students struggling to meet engagement expectations.

To accomplish these goals, ECRCHS has taken the following steps.

**Infrastructure:** ECRCHS's online resources are connected in such a manner that student information flows seamlessly through Aeries SIS, Canvas LMS, and Microsoft Teams. By utilizing an end-to-end school data sync application and single sign-on (SSO) identity management platform, student data synchronizes from the master schedule directly into these applications, creating a simplified end user experience. Upon login, teachers can see class rosters across various platforms complete with student academic progress reporting and attendance monitoring capabilities. Similarly, students and parents can see their assigned courses broken down by period and are able to monitor their own attendance and academic progress.

**Information:** Teachers will engage students and parents using these collaborative platforms daily and monitor that interaction with built-in data collection and analysis tools. Canvas Analytics collects student usage data, capturing student log-in information, rates of participation in specific activities, and amount of time spent interacting with online resources and/or with other students. Similarly, Microsoft Teams provides student usage reports for teachers to measure user activity in Teams, including the total active users and channels, and the number of active user and channels, guests, and messages in each team.

**Intervention:** Teachers will be able to utilize these existing school systems to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely fashion. For students not engaged, teachers will follow-up accordingly with school MTSS protocols, referring them to school counselors, TSP Intervention, or SSPT for the appropriate interventions.