

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Union Street Charter	Rea Erickson, Director	Rea.unionstreet@gmail.com	6/10/2020

**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.**

Due to the school site closure, the LEA utilized a combination of digital curriculum, packet work and regular communication to meet the needs of families. Chromebooks were checked out to families by request. Every classroom teacher set up a Google Classroom to organize curriculum delivery, which streamlined the online experience for busy families. Core curriculum, special programs, and extensions were provided through those sites. The staff utilized Zoom meetings to communicate with students, deliver curriculum and foster community connections. Staff scheduled online Zoom sessions to ensure that multiple students from the same family would not need to be in a Zoom at the same time. Families had the option of printing work at home or picking up hard copy packets. Staff developed a system for borrowing and returning school library books through a contactless pick up station outside our school.

Teachers are available M-F, in order to meet the curricular needs of students and families. Teachers offer multiple opportunities for communication with families through the web, email, and calls. This includes contact by special education services and mental health support when needed. Teachers and aides have provided 1:1 tutoring on an as needed basis through Zoom.

Loans of computers were offered to families through the school news. Retired computers were given away. Staff have provided technology support and instruction to families who were/are struggling to access the curriculum and participate, due to challenges with e-learning and technology. Meal programs are offered through many local school districts.

Impacts: Parents are overwhelmed by the educational needs of students. Students have struggled to focus on schoolwork in the home setting. Student motivation has dropped for many children. Families are financially impacted by COVID measures. Parents struggled to gain access to get online and or learn to use new technology platforms.

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

Providing equity for all students is challenging. We are providing devices for students, paper packets and school supplies on request. Staff is providing technical support and access for families who are not equipped for Distance Learning. Staff have attempted to set guidelines and rules during zoom meetings to help ease the discomfort and issues of inequity that become apparent during zoom meetings taking place in families' homes. To meet the needs of our Title 1 students, reading support staff reach out to ensure that

students get specialized materials sent to them, and get individualized support via Zoom. Additional steps have been taken where students are not making adequate progress. Conferences were geared toward addressing parents needs for distance learning.

The counselor reaches out to students at greatest risk and has a Google classroom with mindfulness activities, local resources, and parenting/homeschool education. One of the most important things has been the ability to check-in and stay connected with the students. Communicating via Zoom and Google hangouts, phone, email, and text to check in with families who need more support.

Our EL support staff works with the classroom teacher to provide weekly lessons via zoom. The lessons provide opportunities for high interest, engaging casual conversation as well as lessons focused on academic language. Rosetta Stone software was set up and is being used by the EL student for short lessons on-line. The school loaned a headset with a microphone to our EL student.

We have provided gift cards for families for whom food insecurity is a challenge (donated by ECE). The school has a designated foster coordinator ready to serve any foster youth who may enroll.

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

Teachers meet for 2 hours each week to discuss issues related to distance learning. During these meetings, and other smaller meetings, teachers share ideas and collaborate to set up meaningful and essential skills for distance learning. The staff developed a weekly schedule for online and Google/Zoom meetings across grade levels with priority for special education and speech services; content for enrichment provided by our Music, Art and Spanish teachers; all instruction is recorded and housed in Google classrooms. Teachers strive to provide engaging and motivating content for students to continue learning, including lessons in science and social studies. Platforms and online programs include Newsela, Keyboarding Without Tears, Flipgrid, Khan Academy, Epic!, Red Apple Reading, etc. Teachers hold weekly class meetings to maintain social connections, including sharing circles with books, pets, artwork and poetry, books clubs, birthday celebrations, and continuing class routines to make students feel the normalcy of school.

The resource teacher has provided special education students modifications and accommodation. Special education minutes have been maintained as agreed on with educational rights holders. Service providers continue to monitor progress on IEP goals to the best of their ability through distance learning. Goals which require a classroom setting (e.g. remaining on task during group work with peers) will be reviewed and addressed upon return to the school setting. Speech services are delivered virtually through TinyEYE to individual students in the home setting. Technology support with setup was provided to families by TinyEYE, while Union Street Charter contacted families to set up a weekly schedule and ensure families had access to necessary devices (e.g. chromebooks). IEP meetings are held virtually. Initial IEP meetings which require in-person assessment have been delayed until we return to the school setting. Students receiving Reading Intervention continue that service through one on one online meetings.

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

Meal service was offered for pick up on-site on the first day of our school closure. None of our families requested meals. We notified our families that meal service would be shifted to schools that are providing a Summer Food Service Program. Our school newsletter has had information about the availability of lunches county-wide since our families live in many different cities. The meals have and will continue through school breaks. Our counselor connected families with information and checked on their ability to access those school-based programs as well as local food banks and other providers.

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

In my newsletter on the first day of closure, I asked parents to let me know if they were essential workers who needed childcare. I had 2-3 responses and so I set out guidelines and arranged for staffing. On March 20th I made the following childcare during closure guidelines:

“After School teachers will be here at USC to provide childcare for students whose parents have jobs in fields considered 'essential services' and do not have alternative care. These families must request specific days/hours for scheduling purposes. The ratio will not exceed 1:9 (we will have two staff members at the school each day). We cannot accept any children who are ill. Parents are asked to explain social distancing and the need to stay apart from peers. Students will stay 6-10 feet apart in the classroom and on the playground. They will not be allowed to use the same center or share supplies. Students who cannot comply with the distancing rule should not participate. After School behavior guidelines and rules apply.”

The families who had contacted me declined services.

California Department of Education  
May 2020