

# 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.

Crescent View West Public Charter (CVWPC) transitioned from their individualized study model to distance learning model seamlessly in mid-March. The individualized program already had students doing most of their work independently however, the significant change was in the way the weekly meeting with teachers and tutorial staff went from face to face to other platforms. Teachers, tutors, and other support staff reach out to students at least once a week via various platforms including Google Meet, Google Voice, phone calls, emails, and L4Lconnect. Most students receive work digitally either by email or through Edmentum. Parents and students were made aware of the changes to the program through L4LConnect communications, emails, letters, flyers on campus, texts, phone calls. Over 90% of students are low-income, so students and families are connected to resources for food as well as employment through other social service providers. Laptops and hotspots (as per availability) are being distributed to students to ensure equal access. Counselors are available as well as school psychologists to offer any social-emotional support necessary during these trying times. Students and families choose the program offered by CVWPC because it allows them to reach their educational goals using an individualized program that fits their schedule which for many means employment of some type. The flexibility of the CVWPC program will allow students who need to seek employment in these financially stressful times the greatest opportunities to find employment.

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

In addition to measures already stated, CVWPC is making paper packets available as needed for English learners, foster youth, and low-income students. Laptops and hotspots are being delivered to student homes as some have been unable to make it to the site for pickup. Teachers with English learners have bilingual support staff to aid in communication with parents. Communications regarding school as well as other resources to aid families during these trying times are translated into Spanish as well. For English Learners, foster youth, and low-income students, as with all students, there has been a special focus on tech literacy and getting students connected to online platforms. Technology allows EL students to access English support classes via Google Classroom, live class feeds, and collaborative discussions via Google Meet to support both tech and academic instruction. The latter of which provides the opportunity to build skills in the areas of both speaking and listening. Other technology supports include Kami – text to speech, tech literacy videos in English and Spanish, graphic organizers, sentence starters, audio books, and online textbooks. Counselors reach out to social workers and FCSS for extra support for foster youth. Food and employment resources are offered to all students through our WIOA partners (ResCare, Fresno EOC, West Hills College) as well as postings to

L4LConnect with opportunities from local organizations offering services (i.e., Fresno Regional WDB held a "Layoff Assistance" Webinar). Also, on L4LConnect are postings of local organization providing food (churches, Catholic Charities, etc.)

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

Because the ongoing educational model used by CVWPC is an individualized study model, students are accustomed to doing the majority of their assignments at home with only brief interaction with their teachers during the week. Therefore, the transition to a distance learning model required only minor modifications to the existing student- teacher interactions. The design of the curriculum is focused on detailed instructions that allow students to complete the work independently with minimal interaction with their teachers which allowed for a smooth transition for its use in a distance learning paradigm. Students were given laptops and or packets as needed to ensure access to the curriculum. Teachers, tutors, and other support staff have delivered instruction via Google Classroom, Google Meet, phone conversations, online whiteboards, Kami, and any other means necessary to ensure students received proper support. This innovative approach to the individualized study model is supported by teachers and staff communicating with one another and the administration through Email, Google Hangout, Google Meet, Zoom, texts, and phone calls.

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

Social distancing practices are visibly posted at all sites. School meals were offered at the Manchester location. Only one family can enter campus at a time. These were pre-packaged meals and were distributed to students by staff wearing gloves and face masks. Furthermore, staff informed students and families of the additional support available through various food banks and other local resources.

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

CVWPC has followed the advice of relevant governmental authorities and has been abiding by the Executive Orders issued by the Governor. Prior to COVID-19, the individualized program would service students on site for approximately 4 hours per week with additional tutoring services offered as needed. Thus, the adjustment for supervision to students due to COVID-19 was not drastic. In addition, the primary grade levels of the students that attend the CVWPC program are grades 9-12 and students in these grade ranges do not typically require childcare on non-school days. Teachers, tutors, and support staff reach out and offer services to students as usual and continue efforts to maintain contact and continue to support learning via online platforms.