

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.

After the March 13 Governor's executive Order N-26-20, FIELD administration directed a one-week closure of all operations. On March 14-15, EPIC de Cesar Chavez administrators began planning for the immediate transition to a hybrid form of distance education. Teachers prepared short-term independent study contracts for all students with assignments and resources needed. Textbooks and packets of work were distributed to students for the first week away from class. Hybrid instructional strategies via a learning management system (LMS) included Cyber High distance education, textbooks with packets, and online meetings with teachers via Zoom or Google Meet.

Shared instructional resources and Q&A pages were quickly made available to teachers in Google Drive as teachers surveyed indicated the preferred LMS was Google Classroom. A teacher technology team was assembled to provide all staff with training in Google Classroom and applications. Twenty online training sessions were provided to teachers and staff. All students were surveyed 1:1 to assess their home access to technology. As a result, 477 Chromebooks and laptops were distributed to students, and 150 hotspots to provide internet access.

The major impact on EPIC students was the immediate need to assist students unfamiliar with, or lacking devices or technology. Adult students at home had to teach their own children while still attending their EPIC classes. In April, a student survey indicated a three-way split regarding the immediate impact: 1) not enough time at home, 2) family took most of the time away from study, or 3) there were no time problems. 44% of the responses indicated that they would like to continue a similar hybrid form of instruction. 21% said they preferred online only. These results have impacted planning for the 2020-21 school year. 51 more students were enrolled after March 23rd stating that distance education allowed them continue studying from home.

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

Low-income and English Learner students in EPIC high school diploma classes and Career Technical Education Classes were provided with Teacher Assistants for each virtual classroom. TAs were assigned to assist with language translations, vocabulary development, scaffolding, and tutoring. TAs also received technology training sessions, and in turn trained students in the use of the same technology and Google applications. TAs also attended the online classes with the students, and then were scheduled for “class hours” during which students could make appointments to get 1:1 help with assignments. TAs will continue to support students’ academic tasks in the new school year.

Teachers translated PowerPoint presentations to help students understand the material in their own language while expanding their vocabulary in English. Some basic classes in the Cyber High online program were accessed in Spanish per the student’s preference. Regional teams of counselors, teachers and Community Service Coordinators reached out to non-engaging students to see if they had any needs and to encourage them to continue to participate in the educational activities. All potential EPIC graduates were prioritized for early distribution of technological devices. Since EPIC has a student body that is 93% unduplicated English Learner and/or low-socioeconomic status, these measures applied to 100% of EPIC students including any foster youth.

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

EPIC de Cesar Chavez will continue to provide a hybrid educational program in the new school year. By June 18, EPIC laptops and hotspots were collected from the students at each school site with the intent to redistribute them to students again in the Fall. Individual students will use them from their homes as long as necessary in the school year to complete their required classes.

During the summer, three weeks of technology training in the Canvas LMS will be provided to teachers, staff, and students who want to better prepare for the coming school year. Before school starts, teachers will be provided four days of professional development in online and remote classroom instructional strategies. Instructional resources, websites, and training links are being made available for teachers to access during the summer.

A distance education manager will be hired to help teachers implement the necessary changes with the Canvas LMS. Teachers will continue to use the SIS Aeries to manage their gradebooks and attendance online. Special needs students will continue to receive accommodations and/or modifications to their educational program per their IEPs.

The 7 Growth Areas defined in the EPIC Charter will be adhered to, and standardized testing will be administered in small groups, or 1:1. The current rigorous standards aligned course outlines will continue to guide instruction. When school starts, new flexible bell schedules will allow for students to come in to the classroom for limited direct instruction two or three days per week while observing social distancing, wearing masks, with oximeter readings. Students will work remotely online for the other two or three days.

School sites will be disinfected between student cohort appointments, and students will be required to follow public health policies contingent on State guidelines and the state, county and/or local departments of public health.

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

School meals were provided at the school site locations for students to come pick up their food. The Cesar Chavez Conservation Corps members who assisted with disinfection and social distancing provided the manpower to prepare and distribute the packaged shelf stable food items for pick up. Students were able to take up to five food packages at one time for a week's worth of food items. Individual students were called by the Students Service Coordinators to schedule times and appointments to come to the school site, one at a time. Gloves and masks were used during the food distribution times.

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

Since all EPIC students are age 18 and older, supervision of students was not required or needed. 85 - 90% of school class time was conducted via distance education from March 23 to the last day of school on June 12.