

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Carlos Charter Learning Center	Stacy Giles Emory, Executive Director	semory@scclc.net , 650.508.7343	June 3, 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.

Educators were notified on Friday, 3/13/20 of the impending school closure, the following Monday, 3/16. They gathered materials and prepared academic work for learners to work on for the first three days of the following week. While learners worked independently at home for three days, educators used the time to become familiar with tools to use for distance learning, to create schedules, and to plan with their grade level teams about curriculum and instruction.

All educators, including Educational Specialists and inclusion support staff, were connecting virtually with learners by the end of that first week. We developed overarching goals for our distance learning program through the lenses of equity and connectivity. Maintaining and fostering connection and community was most important. Results of an end-of-year survey that was administered to both learners and families will help us evaluate this year’s strengths and areas for improvement. Of the learners surveyed, they reported that the following things were true or mostly true: 89% felt that they knew how to get in touch educator; 76% felt that their educator helped keep them connected to their peers; 81% felt that they were learning new things; and 76% felt like they were prepared for the next grade level.

Families did a tremendous amount of heavy lifting during this time supporting their child(ren) in the distance-learning. Of the 188 parents that responded to our survey: 82% agreed or strongly agreed that they understood what their child should be learning at home. With respect to the **amount of work** assigned, 60% felt it was just the right amount, 23% thought it was not enough, and 16% felt that it was too much. 67% of the parents felt that the **level of difficulty** of the work was just right (67%), too easy (19%), with 11.6% not sure. The majority of learners spent 2 – 5 hours/day on schoolwork. 87% of the parents agreed or strongly agreed that they felt supported by their educators and the administration.

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

We have very few English learners, foster youth, or low-income students. That said, educators did frequent check-ins with the families that we have identified as at-risk and made efforts to connect with struggling learners. These learners received support with their academic and mental health-related issues as needed, supported by our Inclusion Support staff, school counselor, or School Psychologist.

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

We are proud that our educators and administrative staff demonstrated flexibility and creativity in meeting the challenges that distance learning due to COVID-19 presented. They were able to pivot 180 degrees and begin a distance-learning program immediately. This resulted in an uninterrupted learning experience for the students. No program can meet the needs of all learners and families but the educators tried to create flexible structures and expectations. They were responsive to learners' and families' needs and worked hard to stay connected and maintain positive relationships. They used a variety of platforms—Zoom video conferencing, SeeSaw, Google Classroom, for example—to engage the learners and help organize the workflow and materials. Some educators also provided hard copies of assignments to the families that wanted to minimize screen time or did not have printers.

At the administrative level, we devised a system that enabled learners to checkout Chromebooks if they needed them. We loaned out over 100 devices for student use. Of the families who responded to the survey, 0% reported that their learner did not have a reliable device from which they were able to access their education. Additionally, the administrative office was open and staffed every day so that parents could drop off or retrieve information and materials, pick up and process mail, and to keep watch over the facilities.

The learners that needed extra support in academic areas and with mental health-related issues were given support by our Inclusion Support staff, School Counselor, and School Psychologist. In addition, our mental health professionals curated a website with resources for parents and learners.

In the absence of guidance or clarity with respect to expectation or legal requirements from the state and federal governments, we worked very hard to support our learners with disabilities. The case managers and Director of Learner Services wrote amendments to every IEP to address the change in service. We worked with families to address their concerns on a case-by-case basis to ensure that our most vulnerable learners continued to have access to their education and make meaningful progress towards their goals.

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

We have only a few families that qualify for free or reduced lunch. During the school year, the school uses money from our LCFF revenue to purchase meals from our hot lunch vendor for these families. When meal service stopped because of SIP, we chose to provide the money that would have been spent on their meals directly to the affected families. This method eliminated the need for them to travel to pick up a lunch and the funds provided more flexibility for them to purchase food for the meals directly.

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

The health restrictions that were issued by our San Mateo County made the logistics of during-the-day care very difficult/onerous to manage for our small school. While we did not provide supervision for learners during the school day, we did administer two surveys to assess the needs of our community. The vast majority of our parents were fortunate enough to be able to work from home but we do have a few essential workers in our school community. We are currently offering summer programs and giving essential workers first priority for the limited spaces. We are actively working on ways to continue the support in the upcoming school year, including arranging for childcare for our educators. It became very apparent how much our working families rely on public schools for before and after-school care and we are working to adapt our program accordingly for the 2020-2021 school year.

California Department of Education
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