

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Alvina Elementary Charter School District	Mike E. Iribarren Superintendent/Principal	miribarren@alvinaesd.org (559) 864-9411	Thursday, June 11, 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.

The Alvina Elementary Charter School District, in response to the school closure, implemented an initial phase of distance learning followed by a three-phase instructional distance learning program. The initial phase, March 16th – April 3rd, provided parents with a learning plan and instructional resources in which parents could work with their child(ren) during the first three-week closure.

As the closure was extended, administration and teachers worked together to put into practice a more formalized distance learning plan. Phase 1 (April 14th – May 1st), Phase 2 (May 4th – May 15th), Phase 3 (May 18th – May 29th) were all structured in a similar fashion. Instructional packets were prepared for all students with a focus on reading, writing, math, along with an integration of history and science in the middle school. Also, Chromebooks were provided for students who needed devices. Unfortunately, hot spots were on back order and could not be provided to students who did not have internet access.

Teachers supported student learning with weekly communication through different platforms such as Zoom, Google Meets and Google Classroom. Teachers made weekly individual parent/student contact, as well as held weekly whole class Zoom meetings. This gave teachers not only an opportunity to reinforce academic content, but check into the social-emotional well-being of students. Our special education staff also provided additional support as needed. This ranged from daily RSP support to psychological assistance when needed. Students who did not have internet access received phone calls from their teacher to support continued learning. Parents who did not respond to weekly communication from teachers received letters from the school providing them with contact numbers and email addresses of support available. Also, parents who had transportation issue had their child(ren's) instructional materials delivered to them by the district.

The district maintained a 94% overall return rate on instructional work.

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

The Alvina Elementary Charter School District contacted each family before the beginning of Phase 1 and confirmed as to whether they had a device and internet access. Every student who did not have a device was provided with a school Chromebook. Students were given instructional packets and provided support by their teacher through their multiple measures such as video conferencing, email, phone, and/or other web-based programs.

The needs of English Language Learners were met with instruction targeted for EL students within the instructional packets. Teachers and identified bilingual staff members made contact with parents and/or students to support their understanding. Lessons were differentiated for their needs and regular interventions through multiple modalities were provided. The district met the need of EL students by providing access to the curriculum with supports through Zoom, Class Dojo, Remind, Google Classroom, email and phone calls.

Our foster youth, homeless and low-income students were provided assistance through similar measures. Our foster youth and homeless liaison worked with teachers to maintain a focus on and identify any new students who may have needed to be identified as homeless as a result of the pandemic stay at home orders. Teachers and bilingual staff members have been regularly calling and checking in with all students to maintain a close focus on their academic and emotional needs. Low income students have been provided a Chromebook if needed to ensure that they have a device. Unfortunately, hot spots ordered did not arrive in time to assist with distance learning. Teachers have ensured that students have access to curricular support, and in a few cases, even provided additional support materials to students in need.

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

The Alvina Elementary Charter School District has provided multiple methods for students to access learning throughout the school closure. Through the development of instructional learning plans, which were developed in collaboration meetings between administration and teachers for all students in grades TK-8, the district was able to address the academic content areas through each assigned phase. The instructional learning plan was inserted within each instructional packet which was picked up by each parent at the beginning of each phase of instruction. Teachers provided support of lessons and assignments through a variety of modalities such as Zoom, Google Classroom, etc. Teachers also checked in with students through phone calls and or text messages based on the needs of the child/family. Communication with families has been a critical component in meeting the needs of our students. The development of this partnership in educating our children has truly become stronger throughout this closure.

District personnel assisted each other with professional learning support as we transitioned to a distance learning model. This was truly a team effort. Topics have included the basic and advanced use of live video conferencing with students, creating screencasts, identifying the priority standards that needed to be addressed in this modified setting, as well as the use of new online platforms that were used during distance learning. These topics were covered using in-person discussions, Zoom meetings, and a running professional learning document on Google Docs. Most of these learning sessions have been hosted by district personnel, but teachers were also offered professional development through the Fresno County Office of Education.

To ensure equity of access, the district set up distribution of student Chromebook devices during distance learning. Again, unfortunately the district was not able to provide internet hot spots due to the backorder vendors faced throughout the state. The district provided parent support from our technology team to address any technological issue.

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

The Alvina Elementary Charter School District contracts their meal service program through the Caruthers Unified School District. Through the closure, district families were provided meal opportunities through two methods. First, in-district and out-of-district families, were provided meals through vehicle pick-up at the Caruthers High School cafeteria five days a week. Meal service ran each day from 11:00am through 1:00pm. Secondly, in-district students were provided meal service through bus transport. Transportation staff would pick-up meals at the high school and deliver to in-district families between the hours of 11:00am through 1:00pm.

During meal service, each meal bag contained lunch for the day and breakfast for the next. Food service staff followed all food safety requirements discussed by the Fresno County Department of Public Health.

Meals will continue to be available through pick-up at the Caruthers High School cafeteria during the summer as part of the Seamless Summer Meal Program.

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

Through outreach by district staff, the Alvina Elementary Charter School District found that supervision of students during ordinary school hours was not a need for our essential parents. Alvina Elementary Charter School is a small one school district and parents, or family members of parents, are providing supervision for their children during school closure. If the children of essential parents are in need of supervision, the district has available informational resources for parents to easily access local community child care facilities that are open during the pandemic along with other COVID-19 resources.