

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.

Guajome Schools closed its campus on Friday, March 13, 2020. Administration spent the two weeks before the closure contingency planning. As a result of the planning, Guajome was able make a quick transition to a distance learning model. All students had access to a Chromebook and were able to pick up internet hotspots by Tuesday, March 17. Guajome has done everything possible to mitigate the impact of the closure on students and families. Instructional strategies, outcomes, and expectations were adjusted for the new learning environment. The feedback from families, students, and teachers showed that students feel stress and anxiety when their workload exceeds 12-18 hours per week. This number is considerably less than what students receive in the traditional seat based model.

Additionally, counseling services have been adjusted to ensure that the social and emotional needs of Guajome students are being met. Within the organization, the term distance learning is used minimally. Instead, a focus on the term trauma learning helps our team develop the lens of what students and families are actually experiencing. Guajome staff has worked very hard to learn how to assess student social and emotional needs without face-to-face interactions.

Guajome has also adjusted working with students who have special needs. Services have been provided remotely and meetings are held virtually. This has been a huge challenge for Guajome families and staff members.

Lastly, strategies for communicating with families has adapted as well. Guajome heavily relies on a communication platform that translates messages in a family’s home language. In communicating with Guajome stakeholders, a consistent effort is made to balance not inundating families with information, while making sure they remain informed with the rapidly changing educational environment.

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

Teachers continue to provide Designated/Integrated ELD instruction to all English Learners. The following strategies and programs are being used to support our English Language Learners:

GPA (Grades 6-12)

Designated Support: ELD period is embedded in the distance-learning schedule. Students have an opportunity to receive one-on-one and small group instruction from teachers.

Integrated Support:

- 1. Read alouds - to help with student with understanding and comprehension
- 2. Flipgrid videos - to practice speaking
- 3. Modeling read alouds - to show inflection and correct word pronunciation
- 4. Specific vocabulary instruction - to help with understanding

5. Sentence frames for written responses - to guide sentence construction
6. Graphic organizers for longer responses - to guide logical organization
7. Google slides to demonstrate understanding - students used to present
8. Pear Deck to confirm understanding – teachers used to gauge understanding
9. Videos to help students see the concepts. - helped students "see" the concept
10. Text to speech with Google extension or audio books - helps with articulation
11. Differentiated reading levels - myON and ReadWorks - scaffolding for learning
12. Flocabulary- to support vocabulary, literary concepts, and language support with the use of videos and music

GPPA (Grades K-5)

GPPA is offering **Designated ELD** support through small groups virtual meetings.

Integrated Support:

Teachers are using small group instruction, one-on-one meetings, providing sentence frames when students respond to a prompt, using visuals, having interpreters available to meet with teacher and parent to walk them through how the distance learning is set up, using ParentSquare for all school-to-home communication which includes built-in translation, and teachers record live lessons for students to refer back to.

Additional Supports:

1. ELD coordinator continues to monitor student progress and provide extra support through an ongoing communication with teachers, families, and students.
2. GPPA/GPA students have access to audio and bilingual books through myON reading library.

Guajome continues to support foster and low socio-economic students through the efforts of the homeless/foster youth liaison. These students are provided with a daily meal service, food bags via Vista Outreach Pantry, computer and internet access and supply drives. The Guajome homeless/foster youth liaison, along with counselors and teachers are checking in with homeless and foster students who are struggling to engage with learning, and identifying the supports that are necessary for them.

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

Guajome's first goal was to ensure all students had internet access at home. Hotspots were provided to families without internet access. As a result of prior planning, Guajome Schools was able to take a big step, however, this will be an ongoing process that requires consistent check-in by staff, teachers, counselors, and administration. Teachers are continually assessing student engagement through the use of their Google classrooms and other communication tools. If a student is struggling to engage, and if a teacher has already reached out, they will then communicate with the grade level leader who will partner with the student's counselor to provide support. Working together in this manner has brought forth information that some students have lost internet access, have moved out of their current address, or are just struggling with trauma as a result of the current crisis.

After ensuring that Guajome families had internet access, the next step was to provide effective school communications. Guajome Schools uses ParentSquare to deliver school communications. This platform allows for communications to go home to families and to be read or heard in their native language. The data shows that 98% of Guajome families currently have access to these communications, which in turn will make learning easier for students. Additionally, translation services have been set up through classified staff for any messages, verbal or written, that need to be relayed to our non-English speaking families.

The most effective tool for delivering instruction to Guajome students at home has been through the use of the Google education suite. Google classroom has been tremendously helpful when it comes to student-teacher communication and classroom assignments. Staff have been communicating with students

through Google chats and google hangouts. Guajome staff is encouraged to refrain from providing live classroom “lessons” and instead focus on virtual meetings that focus on answering questions and fostering student collaboration.

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

Another area that Guajome is accommodating distance learning is by providing breakfasts and lunches to families within the community. Guajome provides hundreds of meals per day for school and local families. A process has been set up where families visit Guajome daily and pick up their lunch for that day and breakfast for the next day. The campus closed on March 15, and meals were being served by March 19. A serving environment has been created where there is minimal interaction and the food services team is able to socially distance themselves from the families that come and pick up meals. Families can take a bagged lunch and breakfast off of a table for their children. The goal is to continue this program throughout the summer for Guajome families. School supplies have also been provided to school and local families on a couple of occasions to help support families who need notebooks, pencils, pens, glue, and other items.

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

As a charter school, Guajome Schools does not own its facility. This makes it difficult to make the adjustments to the facility that are necessary to house a pop-up daycare center. Instead, a focus has been on informing Guajome families through the use of ParentSquare as well as the school website, of the following resources available in and around San Diego County:

- Find [organizations who are currently providing childcare](#) within your area
- The [Boys and Girls Club of Vista](#) provides services for familie
- [YMCA childcare](#)
- [San Diego County Office of Education](#) list of support services

Additionally, school staff with Guajome’s Extended School Services Program have been providing our families with videos and activities they can do with students at home.