

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Guajome Learning Center	Kevin Humphrey	humphreyke@guajome.net	6-09-2020

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.

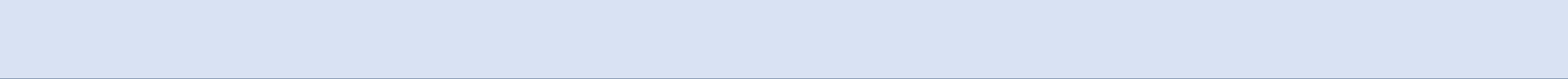
Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Our campus closed on Friday, March 13. We spent a lot of the two weeks before the closure contingency planning. As a result of our planning, we were able to make a quick transition into our distance learning model. All students had access to a chromebook and were able to pick up their hotspots by Tuesday, March 17. We have done everything we can to mitigate the impact of the closure on our families. We have had to adjust our instructional strategies, outcomes, and expectations. The feedback we have received from families, students, and teachers has told us 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 our traditional seat based model.

Additionally, we have adjusted our counseling services to ensure that the social and emotional needs of our students are being met. We are trying to use the term distance learning minimally within our organization. Instead, we are focused on calling it trauma learning to help our team develop the lens of what our students and families are actually experiencing. Our staff has worked very hard to learn how to assess student social and emotional needs without face to face interactions.

We have also needed to adjust how we work with our students who have special needs. We have had to provide services remotely and hold our meetings virtually. This has been a huge challenge for our families and our staff.

Lastly, our strategies for communicating with our families has adapted as well. We are relying heavily on a program that translates communications home on behalf of our families. We are also trying to balance not inundating our 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.

The following strategies and programs are being used to support our English Language Learners:

1. GLC is still doing designated ELD support through one on one instruction. We are integrating EL/language strategies throughout the curriculum. APEX learning system and teachers integrate EL strategies in the delivery of materials through usage of: videos, multimedia presentations, graphic organizers, text to speech, audio support (to model phrasing, intonation and voice inflection), text translation, reading summaries, contextual clues, close reading activities, accessible dictionary/vocabulary tools, and manipulatives.

2. Teachers are using small group instruction, one on one meetings, using visuals, having interpreters available to meet with teacher and parent to walk them through how our distance learning is set up, using parent square for all of your school-home communication which includes a built in translation, teachers record lessons for students to refer back to, teachers record live lessons for students to refer back to.
3. Rosetta Stone English was also utilized for our newcomers to help support in their transition.

We continue to support our foster and low socio-economic students through the efforts of our homeless liaison. We provide daily meal service, computer and internet access, supply drives, and we are checking in with our homeless and foster students who are struggling to engage with learning and identifying the supports that are necessary for them. Students meet with their instructors virtually each week to provide assistance both academically and with any support we can to break down barriers to their education.

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

Our first goal was to ensure internet access (We have provided hotspots to our families without internet access) While we were able to take a big step as a result of prior planning, 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. This is how we have found out 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 our families had internet access, we wanted to make sure we could effectively communicate with them. We have been using ParentSquare with our families to do so. This program allows for communications to go home to our families and to be read or heard by them in their native language. Our data shows that 97% of our families currently have access to these communications, which in turn will make learning easier for our students. Additionally, we have set up translation services through our classified staff for any messages, verbal or written, that need to be relayed to our non-English speaking families.

Our most effective tools for delivering instruction to our students at home has been through the use of the APEX online program and the Google education suite. APEX makes it easy to monitor students progress virtually and assist as needed when students are stalled in their learning. Google Meets has been tremendously helpful when it comes to student-teacher communication. Staff have been communicating with students through Google Meets, email and chat features. Teachers have also provided online cohorts for students to remain in contact with their peers which is a great way to keep our students engaged and connected to the school.

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 we are accommodating distance learning is by providing breakfasts and lunches to our families within the community. We are providing hundreds of meals per day for our families. We have set up a process where families visit Guajome daily and pick up their lunch for that day and their breakfast for the next. The campus closed on the 15th of March, and we were serving meals by the 19th of March. We have set up a process where families can take a bagged lunch and breakfast off of a table for their children. We have created an environment where there is minimal interaction and our food services team is able to socially distance themselves from the families that come and pick up some food. The goal

is to continue this program throughout the summer for our families. We have also provided families with school supplies on a couple of occasions to help support families who need notebooks, pencils, pens, glue, and other items.

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

Because we are a charter school and we do not own our own facility, it is difficult to make the adjustments to our school that are necessary to house a pop-up daycare center. We have instead focused on informing our families through the use of parentsquare (we are able to reach about 97% of our families through this app) as well as our website about the following resources available in and around San Diego County:

To find organizations who are currently providing childcare within your area, please look [here](#) (CDE website)

The Boys and Girls Club of Vista is also providing services for families. You can find those services [here](#)

Another resource is the YMCA. You can find specific information regarding child care [here](#)

Lastly, the San Diego County Office of Education has a list of support services as well and you can find their information [here](#)

Additionally, our staff with our Extended School Services Program has been providing our families with activities they can do with our students.