

# COVID-19 Operations Written Report for Madera County Independent Academy - CDS Code: 20102070117184

| Local Educational Agency (LEA) Name                          | Contact Name and Title  | Email and Phone                      | Date of Adoption |
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| Madera County Independent Academy - CDS Code: 20102070117184 | Hugo Sanchez<br>Program Director, Career and Alternative Education Services | hsanchez@mcsos.org<br>(559) 662-6211 | 5/29/20          |

**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.

Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. When school closed on 3/13/20, the LEA made arrangements to provide materials and resources for relevant distance learning. Student work was distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering 3/16 to 4/17. During the second phase of work distribution covering two weeks (4/20-5/1), standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on 4/30/20 covered three weeks of work, and completed the year ending on 5/22/20. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances. Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones, based on client availability during their previously appointed times. In addition, teachers met virtually with groups of students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations tailored to observe social distancing norms and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was the “school's out” mentality combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and ELPAC students were not able to be redesignated although 100% of enrolled English Learner students completed all four domains of ELPAC testing. Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at the school, and those not picked up were mailed home. Chromebooks

were distributed to students who needed the technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.

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

To meet the needs of our English Learners (EL), Foster youth, and low-income students, staff continued to have protected time for direct communication with students and teachers (monitored via weekly call logs). Teachers' interactions with EL students allowed for designated English language development by ensuring students interacted in meaningful ways with the English language. In particular, students learned via written English, offered opinions, explained interpretations and ideas from reading, and supported opinions orally and in written form. Teachers also focused on ensuring students' further developed English language skills by enhancing writing skills using greater detail. Student work packets contained English language standards germane to core content areas. Technology was available to all families requesting assistance; i.e. providing laptops and/or hotspots. Home visits by staff members were employed for all students and families when necessary. ELs specifically receiving fully translated communication in primary languages for Spanish speaking families and ELD instruction continued during this time via assignments in work packs. Districts continued helping foster youth families that had experienced interrupted services providing basic needs. As needs were discovered, new referrals were made to the Madera County Superintendent of Schools Foster Youth Liaison. For instance, staff discovered multiple families living in local hotels, having a great need for food and other services. These needs were met by Foster Youth liaisons.

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

To continue high quality learning from a distance, independent study packets based on adopted curriculum were provided to students on a regular schedule of drop off and pickup days. To support this continued work, teachers met with students during their scheduled times through virtual platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones. The goal was to continue focusing on weekly teacher and student communication while leveraging their relationship to continue working toward academic proficiency across content areas. The staff also continued to meet and have regular communication through weekly Zoom meetings that deliberately focused on updates, problem solving, standards, instructional and grading practices. A parent survey was deployed to help determine current needs of all clients and what level of access to technology they had so we can better identify and meet the future needs of our clients.

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

The students' home districts provide multiple meals, multiple times per week at all elementary school sites throughout the Madera Unified School district.

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

Being an Independent Study charter site where parents are familiar with their student attending one-hour weekly meetings and the remainder of their time being under parent supervision, supervision was not practicable for our students.