# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Yosemite-Wawona Elementary Charter School | Glenn Reid, Administrator | greid@basslakesd.org, (559)579-0294 | June 23, 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.

* Briefly describe the LEAs process and timeline for developing a distance learning program. A more detailed description will be provided in a later section.
* Briefly describe the LEAs process for providing services and accommodations to students with disabilities, EL students, foster youth and low income students. A more detailed description of services provided to unduplicated students will be described in a subsequent section. Since this may be the only time the LEA will be describing services and accommodations to SPED students, we recommend more specific details for those services than just a brief description.
* Briefly describe the LEAs process and timeline for developing a program to feed students and (possibly) members of your community. A more detailed description will be provided in a later section.
* Briefly describe the LEAs process for checking on the wellbeing of students and staff members. A more detailed description will be provided in a later section.
* Briefly describe any facilities changes (including technology integration: computers, Wi-Fi hot spots, etc.) made to provide the above listed services.
* Briefly describe the LEAs process in developing a plan to reopen schools for the 2020-21 school year.
* Immediately following the announcement of school closures, staff met and began putting together a plan to meet the students’ educational needs through a combination of on-line, Montessori and packet materials. The week of March 23rd, lesson plans were rewritten in a parent friendly style and academic narratives were written to detail each students’ learning progress up through the 12th of March. 3-week work packets were dropped off at family homes the week of March 30th. The Speech therapist who provides services to 2 students was contacted and began servicing the students directly - first with mailed packets and then with ZOOM sessions. Students received additional packets and were lent school materials thru May. Online lessons began the week of March 30th, using ZOOM and Flipgrid formats. In April, a subscription to IXL math was added. Parents were contacted after initial drop off through bi-weekly emails, phone calls and Zoom meetings. Technology was required by 2 families so Chromebooks as well as IPads were dropped off at their homes. Wawona school did not have any EL or Foster students this school year. The only SPED services needed were Speech for 2 of our students. We have one low-income family but because they do not live directly in the Wawona community, they were directed to services in Oakhurst for food and WiFi service. The school board as well as school staff members have been drafting a plan for the reopening in August. Several physical changes in classrooms to accommodate social distancing have been implemented. Once a plan has been approved by the school board that meets the CDC guidelines for student and staff safety, it will be shared with families. The plan will detail the methods by which the school will open, day to day routines that will be followed by students in order to maintain social distancing, and school cleaning schedules.

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

* Describe **in detail** the LEAs process for providing services and accommodations to EL students, foster youth and low income students.
* Include Designated and Integrated ELD services provided to EL students.
* Include the steps and processes used to differentiate instruction for unduplicated students.
* Include communication methods and frequencies between EL instructional aides and students.
* YWECS did not have any El students or foster youth this school year, and there was only one low-income family. Before the shutdown, students were engaged in individualized learning activities tailored to accommodating their individual academic needs. This individualization continued after the shutdown as well. Initially, one of our families did not have WiFi services. They were able to contact and qualify for WiFi installation and service through a free program. Once WiFi was established, staff delivered a school Chromebook as well as 2 Ipads with educational games installed. Food was also dropped off at this time and contact information for local food programs.

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

* Describe **in detail** the LEAs process and timeline for developing a distance learning program.
* Include the curriculum and delivery platforms used.
* Include the instruction, assessment, feedback and grading process used, where applicable.
* Possibly include participation rates.
* Include technology capacity building where applicable and for how many students.
* Include service and accommodations specific to SWD.
* Staff was in contact with all families the weekend of 3/14 & 3/15 immediately after the county decision to close school was made. Recent classwork was reviewed and individual 3 week work packets were created. In these packets were instructions for parents and students, work journals and supplies. Montessori work materials as well as books for reading and research were matched with each student’s work. These were delivered to students (along with a detailed 2nd trimester report card narrative) the week of March 30th. Flipgrids were established to maintain some structure of normal routine. A Morning Circle grid gave students a new topic each Tuesday & Thursday to respond to. Staff set guidelines and recorded a video for each topic. Through these videos, students were able to see and share with each other in a controlled setting. ZOOM meetings were used to conduct Literature study discussions, Language lessons for 4th-6th graders and weekly ‘recess’ for the students to have some unstructured but supervised chat time. After the scheduled school Spring Break (week of April 21st) a 4-week work packet was delivered and students were given access to IXL for math. The 2nd packet extended the lessons based on the work received from the first packet. For younger students, parents sent photos and email of work so that the teacher could assess and give feedback. All students had access to technology and the 3 online formats used by staff from April forward. YWECS students had a 90% participation average and a correspondingly high completion of work. For 2 students not comfortable with math online, additional materials were provided. IXL math provides individual reports which list the standards, amount accomplished and % of accuracy. Writing assignments were emailed to staff, given feedback and resubmitted by students 3-6th grade. Packet work for Language was graded on participation. Accuracy and understanding were reviewed with students in ZOOM meetings. As the work packets were individualized, individual students with disabilities needs for support were incorporated automatically – as they are in a normal day of school.

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

* Describe **in detail** the LEAs process and timeline for developing a program to feed students and (possibly) members of your community.
* Include frequency and numbers of meals served daily
* Include locations, distribution methodology and any challenges, where applicable.
* The Yosemite-Wawona Elementary Charter School does not participate in the National Free and Reduced Price Lunch Program. School meals were not an option due the remote location of our school site inside a National Park. Food boxes were provided to 1 family. Families were given contact information of food bank and school programs in their own communities.

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

* Describe **in detail** the LEAs process for checking on the wellbeing of students and staff members.
* Describe any student mental health needs and/or services provided, where applicable.
* Families received biweekly emails from staff. With the initial closing in mid-March, families were called and “student home checks” were done when packets were delivered. Daily checks were made on progress in the provided distance learning programs and if a student had not logged in for more than 2 days (not including weekends), staff reached out to the student and family. Many students have their own email that staff has stayed in regular contact with. Families were called when a student did not attend an arranged ZOOM meeting. One family was “visited” several times a month to be sure students and parents were getting needed services. Staff did share concerns regarding one student who appeared to be having some emotional issues during the shelter in place. We reached out to his mother several times and to the student individually but they were not responsive to our offers of help. The teacher continued to work daily at the school and kept the board and administrator apprised of all family contact and student work. The teacher also met with the Instructional Assistant (IA) and set up a work schedule that kept them in separate work spaces. The 2 staff members kept up daily communication, ensuring not only work completion but the emotional and physical well-being of both. Updates to the Board and community were shared at the ZOOM school board meetings.

YWECS Board Adopted this 23rd day of June, 2020: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Acting Administrator

California Department of Education

May 2020