

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Environmental Charter High School	K.C. Fabiero, Principal	kc_fabiero@ecsonline.org - (310) 214-3400	6/18/2020

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 ECS approach to the COVID-19 school closure is focused around **Justice** (equitable access for ALL students, mission-driven decisions), **Community** (regular communication with stakeholders, daily staff meetings, caring for the social-emotional health of our students, and sustaining our Human Resources), and **Sustainability** (financial sustainability this year and 1-5 years out). With this approach constantly in mind, the Environmental Charter High School’s (ECHS) COVID-19 school closure plan was developed around the key areas of communication, health & safety, distance learning, technology adoption & distribution, and food service.

ECHS’s communication plan has been comprehensive, conducting WestEd surveys to capture stakeholder feedback, using Facebook, Instagram, Twitter, YouTube and the ECS Website for broad messaging, Blackboard and ECS email for direct communications, softphone services from Google Voice for phone calls, and virtual meetings using Google Classroom and Zoom technologies. As an example of communication methods, large townhall-style meetings have been conducted through Zoom Webinars with parents and students, covering topics such as distance learning, mental health, Google Classroom, and grading policy.

For its health and safety plan, ECHS implemented protocols in **1) Protecting and supporting worker health and safety** by closing all school facilities, except to staff providing essential services as permitted by Executive Order N-56-20, ensuring that vulnerable workers have alternative assignments, and supplying and requiring use of face coverings and personal protective equipment for school staff performing essential services; **2) Ensuring appropriate physical distancing** by restricting ingress/egress to school grounds, designing on-campus essential service work areas to maximize physical distancing, and staggering employees’ schedules to minimize number of staff on-campus at any one time; **3) Ensuring proper infection control** by following strict cleaning and sanitation standards, frequently cleaning high-touch surfaces; and **4) Communicating with the public** by posting clear signage to communicate protocols to visitors and ensuring equitable access to services for vulnerable populations.

In technology adoption and distribution, **139 laptops and 53 internet hotspots** were deployed to students for use at their homes, representing distribution to 27% and 10% of the student body, respectively. In addition to the Zoom and YouTube technologies, ECHS has regularly used the Blackboard communication tool to send communications to students and parents. Over the course of the first three months of school closure, school staff has sent **18 text messages, 64 email messages,** and produced **14 automated phone messages** to remain in frequent communication with parents and students. Furthermore, an online new student registration was acquired and implemented to allow parents a streamlined and compliant method to register their students for the upcoming 2020-2021 school year.

ECHS's distance learning and school meals programs are detailed in the corresponding prompts below.

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

English Learners

To meet the needs of English Learners (ELs), teachers support lessons that specifically center on Designated ELD, and content area lessons that integrate ELD standards to make content more accessible.

Specific supports include:

1. ELs accessing general education curriculum through online instruction
2. ELs receiving Integrated ELD in core classes.
3. Newcomer students receiving primary language support in live core classes and 1-1 support daily.
4. EL students being monitored using engagement tracker and Dean interventions list.
5. Focus students identified for further support and 1-1 or small group tutoring.
6. Live tutoring/support provided for 1-2 hours, 4 days/week.
7. Social-emotional check-ins

Bilingual instructional assistants provide additional language support in one-on-one sessions and small group work.

Foster Youth and Low-Income Students

To meet the needs of foster youth and low-income students, the counselor and support team coordinate closely with teachers to identify and provide necessary social-emotional supports and resources.

Specific *macro-level supports* include:

1. Outreach phone calls and emails from bilingual counselor
2. Teacher referrals to counselor
3. Mental health workshops
4. Parent workshops
5. Parent video tips
6. Virtual counseling walk-ins
7. Gender-specific group social-emotional support
8. Resources regarding housing and food insecurity

Specific *micro-level supports* include:

1. Individual counseling
2. Group counseling
3. Designated instructional services counseling
4. Outpatient referrals
5. Mentoring referrals
6. One on one virtual screening to all ECHS students

Students with Exceptionalities

To meet the needs of Students with Exceptionalities (SWEs), case managers contact parents and students with disabilities to inform about available technology to participate in distance learning. Parents have received a Prior Written Notice indicating the challenges to providing a free appropriate public education during school closures. Parents receive guidelines for the standards of practice of learning opportunities and support in our mild/moderate and moderate/severe programs. IEP meetings continue through the school closures period and per parents' requests.

Specific supports include:

1. SWEs accessing the general curriculum in grades 6th-12th and some also receiving an IEP goal instructional packet (ELA/Math), in addition to online instruction.
2. Grade level Special Education staff, support collaborative learning sessions with whole group and/or small groups of students 2-8.
3. Strategies to support learning include: highlighted text, study guides, positive reinforcement during class, class routines, and social skills times to chat with their peers.
4. Distance learning includes a mixture of activities utilizing principles of universal design for learning providing greater access for students.
5. Clinic (small group classroom/SAI) is 75 minutes, 4 days/week.
6. Additional small group Tutoring is provided to support student understanding.
7. Students are also provided with additional services, Speech, Occupational Therapy, Counseling, Behavior Interventions per their IEPs.

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

ECHS shifted to distance learning rapidly and intentionally, participating in the development of the following ECS Working Vision for Distance Learning:

ECS has not wavered in our commitment to our mission. During this time, ECS will deliver a high-quality distance learning program that attends to students' social, emotional and intellectual needs. Now more than ever, our students must engage in conscious critical thinking with their teachers and classmates. We must provide rigorous, engaging, equitable instruction to all ECS students to help them make sense of the world right now. As we develop an ECS education online, we will ensure that our approach is student-centered, collaborative, flexible, and sustainable. When we reopen our campuses, ECS students, teachers, and staff will return ready for continued learning, teaching, and community-building.

While initial expectations for distance learning were formulated, ECHS's educators intentionally slowed down after the initial two-week school closure period, adjusting certain aspects of our program at instructional meetings during Spring Break such as the number of live meeting hours with students per week. The shift began with considerations of how to intentionally align distance learning experiences with the ECS Working Vision for Distance Learning. The following **Distance Learning Teacher Supports** were implemented in keeping with this vision:

1. Weekly PD - 2 hours, 1x/week scheduled and facilitated by administration, focusing on student engagement + student experience
2. Team Meetings - 45 minutes, 1x/week scheduled and facilitated by department chairs + grade level team leaders, focusing on alignment + sharing best practices regarding planning, literacy, and assessment
3. Student Centered Coaching - Instructional Coaches support teachers in this instructional model
4. Teachers and Coaches collaborate to focus on co-planning and/or student work analysis

Codifying changes to policies and procedures, the **ECHS Distance Learning Handbook** provided teachers protocols and guidelines for each of the following areas:

1. Teaching and Learning Expectations
2. "Absences" and Missed or Late Work
3. Resource Share
4. Grading Policy
5. "Incomplete" Grades
6. Graduation Requirements
7. Advisory Guidelines
8. Academic Honesty
9. Substitute Guidelines

Toward maximizing the safety of students, teachers, school staff, and the community at large, the **Class of 2020 Graduation** was conducted in a drive-through manner per public health guidelines.

Finally, in order to help students and families maintain the all-important connection to school, ECHS utilizes a strong positive social media presence during the COVID-19 pandemic, sharing positive messages, links to academic and social-emotional resources, positive messages to students, samples of student work, and more. Parents in the community also regularly call or email staff members with questions or concerns. The community/parent liaison works closely with families who are more at-risk due to the COVID-19 school closure as well with academically at-risk students. Bilingual staff are available to support the Spanish-speaking members of the community, maintaining strong school-family connections. The priority for ECHS is the physical and social-emotional health of their students and community, as well as maintaining academic engagement and growth.

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

ECHS has been supplying meals to the students in the community since the first week of school closure. These meals are distributed in a drive-through approach where parents/students stay in their cars and are provided meals in sealed microwavable containers.

ECHS has implemented the following plan and process to ensure safe pickup of meals by parents during the COVID-19 closure:

1. The posted L.A. County Public Health Social Distancing Protocol is regulated by ECHS staff and maintained by all students and parents picking up meals
2. Meals are counted as the student or family member takes a reimbursable meal including all necessary components
3. Up to 4 meals per serving period (Breakfast/Lunch) per student per day are distributed. All children in the family 18 years or younger are allowed to take meals
4. Every day once service is completed, the totals for each meal distribution are entered in a spreadsheet in order to ensure accurate records are kept for meal counting and claiming.
5. Weekly meal counts are reviewed when placing orders from the school meals vendor to ensure there is enough food for pick up for all students in the community

As of June 5, 2020, ECHS has provided **7,765 breakfast meals** and **8,410 lunch meals** to students in the community. Parents and students in the community regularly express appreciation and gratitude for the positive attitudes of the servers and the availability of healthy and nutritious meals.

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

ECHS is committed to providing ongoing support for the safety and wellbeing of students during school closures. In response to Executive Order N-56-20, the steps that ECHS has taken to support student supervision during school hours include the following:

1. Identification of known programs that remain open during this time as well as community resources distributed to parents through weekly newsletters and through curated [COVID-19 School Updates & ECS Distance Learning Hub Webpage](#).
2. Parent/Community Liaisons as well as site staff provide phone and email support to parents regarding child care and supervision programs that are currently open.

As an ancillary support, the aforementioned **ECHS Distance Learning Handbook** provides teachers protocols to support parent/teacher student monitoring and supervision. During synchronous learning opportunities, teachers are able to supervise students through the established ECHS norm of conducting live Zoom sessions with video turned on.