

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.

In response to school closure to address the COVID-19 emergency, ACA implemented a plan for distance learning. ACA continues to deliver high-quality educational opportunities to all students. Those opportunities are provided in multiple ways.

Curriculum is delivered through video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, or instruction that relies on computer or communications technology, such as Zoom meetings, Google Classrooms, online learning programs.

Student / teacher check-in times or office hours are scheduled with their teacher.

Technology (Chromebooks), printed materials (novels, textbooks), supplies (paper, crayons, pencils), instruments, and PE equipment were made available for student pick-up.

All SPED students were conferenced via Zoom meetings to address their IEP goals. SPED students have access to their classroom curriculum, assignments on Readworks, and Boom cards which coordinate with their IEP goals.

All staff members collaborate weekly to exchange effective practices, make adjustments to the offerings for students, and adjust approaches to ensure engagement with all students.

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

ACA continues to deliver high-quality educational opportunities to all students, while meeting the needs of its English learners, foster youth and low-income students.

All students have equitable access to technology (Chromebooks - including multiple devices for families with multiple students), printed materials (novels, textbooks) and supplies (paper, crayons, pencils) that were made available for student pick-up. Materials were delivered to families’ homes or mailed directly when they were unable to get to school to pick up work packets following social distancing guidelines.

To provide language development instruction and services for English learners and meet the needs of the foster youth and low-income students, students have free access to interactive websites to help practice reading, writing, and math skills at their own level and pace.

Programs such as Readworks.com, Scholastic News Magazine, Moby Max and Generation Genius are used. These programs come with vocabulary definitions, audio read-aloud capabilities, videos to give background information. Staff creates and posts online video lessons for students to access at any time.

In addition, passages are being read on-line via Zoom meetings for those that are working on fluency goals. We are also helping students write sequencing sentences and assist with writing various classroom assignments. Upper grade level students continued online collaboration with group work/projects.

Students receive timely responses from teachers. Student / teacher check-in times or office hours are scheduled with their teacher. Phone calls home are made to check on students who are at risk. Communications to parents are translated into Spanish. Spanish speaking staff make phone calls home to reach out to families.

SPED students receive lessons via Zoom and read and/or listen to fiction and non-fiction text (usually from readinga-z.com or NewsELA) and provide written responses about the text. A translator is used to help set up an IEP meeting via email or phone. They are also present at the IEP meetings when needed.

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

ACA continues to deliver high-quality educational opportunities to all students. The school plan for distance learning was a shift to a digital platform. Curriculum instruction is delivered through video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, or instruction that relies on computer or communications technology.

Families were surveyed about their technology needs so that the school was able to provide assistance to families that needed access to a device. Also available to students are paper instructional packets, similar to an independent study packet, that can be picked up at school.

Grade levels (Primary- K and Pre-K, Elementary-grades 1-3, Intermediate-grades 4-6, Middle School-grades 7-8), and Enrichment classes (Art, PE, Personal Safety, Music, Instrumental music) provide online instruction that provide assignments, lessons, and check-ins that mirror previous in class instruction. Further online learning resources are offered to extend learning beyond these structured lessons using a variety of online curriculum (Kahoot, Khan Academy, Moby Max, Flipgrid, Brainpop, Edpuzzle, boom cards, CNN 10 current events, YouTube, SeeSaw, Learning A-Z, Scholastic.com).

Specialized academic instruction, speech therapy and occupational therapy are provided weekly over Zoom and Telehealth.

Students are offered Zoom office hours and email communications, which are available each day for questions and support. Students are provided progress reports to confirm work that has been received and assessed.

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

Families at ACA and ACA II were informed through email of the locations to pick up meals. ACA I&II families receive school lunches through our authorizing district AUSD. Notices were sent out multiple times each week. Notices were posted on the school website and the family Facebook pages.

Staff members volunteered to hand out lunches for our authorizing district and handed out lunches for 3 weeks, giving the district time to set up their own staff to hand out lunches. ACA staff members followed all of the guidelines set up by AUSD, maintaining social distance.

- * Families stayed in cars and drove through the turn-around at the local high school and elementary school.
- * ACA staff and district staff handed bags through windows and then into trunks of automobiles.
- * Staff wore masks.
- * Hand sanitizer was used after handling bags and before handing out new bags.

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

At the beginning of COVID-19 school closure, both ACA I & II surveyed parents to better understand the childcare needs of our families during school closure. Information from the county and supervising district was sent to ACA I & II families regarding options for supervision of students for essential workers. Information was also posted on the family Facebook pages at both schools, as well as on the main website for both schools.

California Department of Education
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