

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.

On March 13, our Executive Director, in conjunction with our local health department and authorizing district, closed school campuses, in effect from March 16 – April 14. Students were provided with educational materials and opportunities for the duration of the closure (distribution was March 18). Each teacher put together review work for Math, English, History, and Science. The work was a combination of online as well as print material, and was not required, but encouraged. Everything was extra credit. We found this to be a great boost to the social emotional well-being of the children, as it made many students visibly excited.

During the course of that initial school closure, our director and local school board, along with our authorizer, moved to keep school campuses closed for the remainder of the year. We surveyed parents to assess device and internet needs and confirm who our first responders were. This marked a transition from educational opportunities to distance learning. On April 14 we did a curbside drop off and pick up of materials for the remainder of the year. We also distributed 14 Chromebooks to students in need of devices. For the remainder of the school year, each grade had daily Zoom classes, Monday through Thursday, with their teacher, and graded work in English and Mathematics. Work was assigned on Monday and due on Fridays to provide students flexibility for completion. We had three parent meetings through Zoom, and the consensus was gratitude for the daily classes and work, which they said “gave their child purpose” to their day, which they felt helped with depression.

In addition to graded coursework, we also had a weekly Zoom challenge on Fridays. Kids would be placed in teams and have tasks to complete. There was no grade for these – the entire goal was to provide a fun activity for the kids. We had an average attendance of 73% for these Fridays.

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

We currently have no English Language Learner students, but we do have students who have been reclassified. We continued to monitor all students during the school closure and met with parents. We surveyed all parents to see who had access to a device and had internet in their home. We found that there were many families with multiple people sharing a device and some with none at all. We purchased and distributed Chromebooks to students who had multiple family members sharing a device. Priority was given to low income and foster youth. We distributed

fourteen Chromebooks, nine of which went to low income and foster youth. We also had one student without internet access and we were able to provide her with the information to get free wi-fi set up in her home, which she did on April 21.

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

Each teacher provided daily Zoom classes, Monday through Thursday. We had an average attendance of 88% in 8th grade, 89% in 7th grade, and 95% in 6th grade. During these Zoom sessions, students received instruction in English Language Arts and Mathematics. Each teacher also uploaded instructional videos (created by them) as well as links to other resources to help with learning and assignment completion. Teachers were available through text, call, email, and Remind as well as built in office hours during Zoom classes, to answer questions from students and parents. Through classes, tutorial videos, and assignments, all classes were able to finish out the year, covering all remaining standards to ensure that our students are prepared for next year.

In addition to grade specific instruction in English and Math, we also completed a final science unit and each student completed a digital portfolio reflecting on the year, which they presented through a Zoom session, to all three teachers and 8-10 peers. There was a morning and afternoon science class each day, to provide flexibility to students and families (the same class was offered in the morning and the afternoon – students chose which to attend). We had a 91% average attendance rate for Science class and 97% of students (72/74) participated in the end of year presentation.

Lastly, all students with Individual Education Plans (IEPs) met regularly, through Zoom, with our special education teacher as well as their classroom teacher, where they continued to work on the goals set forth in their IEP. They received all regular accommodations for all assignments given by the classroom teacher, as did our students with 504's.

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

All of our students had access to meals provided by our food contractor, Ezequiel Tafoya Alvarado Academy (ETAA). Meals were distributed once a week and each kit included 10 meals (5 breakfasts and 5 lunches). Our parents were provided with electronic and physical fliers regarding the meals program, including pick up times and location (0.8 miles from our school site). Our cafeteria manager worked in consultation with the chef of ETAA to coordinate information for our families.

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

Parents were given multiple forums to share any needs/concerns they had during the school closure – through three pick up/drop off times, multiple surveys and emails, and three parent meetings through Zoom. All families have email and internet, so we were able to communicate electronically to everyone. We also did a survey to see who all of our first responder families were, to assist with supervision, if it had been needed/requested. In addition, electronic and physical fliers were distributed with information for various services/assistance available during the closure, from both state and local government and agencies.

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