

COVID-19 Operations Written Report for Edison-Bethune Charter Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Edison-Bethune Charter Academy	Susan Bennett Chief Business Officer	s.benn@myebca.com (559) 457--2530	June 11, 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.

We took action to close Edison Bethune Charter Academy (EBCA) on March 13, 2020 with the plan of reopening after Spring Break on April 14, 2020. Our staff took action immediately and came in to make a 3-week packet of work for each student on Monday March 16, 2020. We mailed out a packet to each of our students that afternoon. Our teachers were tasked with reaching out to our students to make sure they received their packet and check in with them weekly. Plans continued to change quickly as we discussed extending the closure from April 14th to May 4th, and then finally to close for the remainder of the 2019-20 school year. Once the decision was made our staff came together and we put together a tote bag of school supplies and consumable curriculum for each student. We set up pick up days by grade level for students to come and pick up their tote bag and a Chromebook. We were able to get 100% of our students to come and pick up their tote bag and a Chromebook to approx. 95%, if needed. We have tasked our teachers to reach out to students via Zoom or Google Meets or a phone call at least once a week and provide at least one math and ELA instructional video daily. Surprisingly, we did not have a lot of internet connectivity issues with our students and community taking advantage of the free internet services that were being offered. Also, after we handed out the Chromebooks to our students, our connections with students increased. We did attempt to acquire some “hot-spots” with the anticipation of connectivity issues, and found the devices were on back-order. As, we continued to research, we became eligible through information provided by Fresno County Superintendent of Schools of hot-spots and are ready to use them as needed to start the new school year. One of the major impacts our community is experiencing is social-emotional health being stuck at home. Throughout this process we continued services with All 4 Youth and provided their information to teachers for referrals. In addition, our Special Education team of Speech Therapist, Psychologist, and Special Education Teacher continued to reach out to our students and make sure that they continued receiving service and had access to resources.

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

EBCA’s student population consists of approx. 96% socially economically disadvantaged students and 20% English learners and small amount of Foster youth (1 student). Our teachers have done a great job reaching out and making contact with each student to check in and make sure they are getting the support they need. With the addition of Chromebooks to each student (as needed), teachers have been able to bring the students new videos and lessons daily. These lessons delivered online allow teachers to use strategies to support EL learners

such as videos, student verbal responses, the ability to annotate on documents and write or type correct responses for students to see, and having students provide written responses in chat boxes. These strategies support listening, speaking, reading, and writing skills for our EL students. They are also getting resources from our PE, Art and Music teachers in the form of videos and links to activities to keep the students engaged. Because our population is high in both low-income and English Learners, teachers have been providing all these resources to all students.

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

EBCA teachers were tasked with having to deliver high quality content using online digital technology platforms. Professional development and teacher initiative took place in order to use Zoom and Google Meets online technology. This technology allowed for teachers and students to meet up to three times a week in real time.

During these class meetings, instruction took place where teachers introduced new content and reviewed content provided via recorded videos and workbooks. Teachers created daily videos in ELA and Math and weekly videos for other content areas such as Science, Writing, and Social Studies for students to review daily. These content videos introduced new concepts that would have been taught in the classroom if not for the disruption of Covid-19. They were created in an engaging manner to captivate the attention of students working from home. The video lessons included props, sound effects, visual effects, and eye-catching hooks to motivate students to begin and continue watching these educational videos. Students were able to access these videos with links provided to them by teachers.

The live online lessons using Zoom and Google Meets allowed for teachers to teach EBCA's state adopted curriculum which is accessible to all students with access to the internet. Students were able to follow along as teachers shared curricular documents while teaching lessons online. Teachers were able to type, write, and highlight text on these documents to help with student understanding. Teachers were able to check for understanding by viewing the student nonverbal responses online, verbal responses, and by using the chat functions provided by the above-mentioned platforms.

Teachers also provided all students with tote bags that included all curricular workbooks giving the students the ability to practice content in all subject areas till the end of the school year. These workbooks gave those students who lacked the ability to receive online instruction independent learning opportunities from home. Teachers assigned workbook pages for students to complete weekly. Teachers would make a minimum of one contact a week to provide support to students having any difficulties completing any of these assignments. Students were able to contact teachers if they had any questions in regard to assigned workbook pages.

Teacher created videos, live Zoom or Google Meets classroom instruction, assigned workbook pages, and weekly phone contacts to students who lacked internet connections enabled EBCA teachers the ability to deliver high-quality distance learning opportunities.

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

EBCA receives all our school meals through Fresno Unified School District as a Provision 2 school receiving both Free Breakfast and Free Lunch for all students. During the first few weeks of school closure, our meals were handed out at our site to all students requesting them. After 2 weeks, Fresno Unified re-evaluated where the most beneficial meal distribution locations should be, and our students were directed to another elementary school nearby. A list of locations distributing meals is on Fresno Unified's website. The distribution sites that are closest

to our school are Columbia Elementary and Computech Middle School. The distribution sites are not taking record of which school the student attends, and so there isn't a record of meals distributed for Bethune Students maintaining social distancing practices.

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

EBCA did not have the need to provide supervision of students during ordinary school hours based on feedback from our community. However, if parents inquired about student supervision we directed them to resources from Fresno County and the State of California for Child Care. We have also made a link on our webpage for COVID-19 resources and posted the following link: <https://rrnetwork.org/family-services/find-child-care>