

# EPAA LCAP Covid-19 Operations Written Report

## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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***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.***

EPAA immediately moved to distance learning using primarily our CANVAS platform, Google Classroom and other related learning supports such as Ed Puzzle and Nearpod. As part of the SUHSD, we also transitioned to a pass/no pass grading system for the semester and summer school 2020. Teachers provided both synchronous and asynchronous lessons. All students at EPAA have an advisor responsible for social emotional learning, college and career readiness and academic monitoring. To support students during distance learning the advisors focused their efforts primarily on social emotional support and supporting students' connection with teachers as needed, for more challenging coursework as part of the academic monitoring role. Students had additional access to teacher support via office hours, most often available after class time hours, lunch and breaks via Google Hangouts and/or Zoom. Students were assigned additional support staff for regular weekly check-ins if they were part of the counseling or "safe and welcoming" program. Additional supports were available for students with an IEP or 504, with an additional staff member assigned to ensure they were receiving appropriate accommodations and support for learning and work completion. For students in need of tutoring, we continued our tutoring sessions available through our partnership with the EPAA foundation and Stanford University.

Parents continued to participate in monthly parent meetings provided via Zoom for our regularly scheduled morning and evening parent meetings with the principal and parent coordinator.

To support the impact of COVID-19 on families with food and housing insecurity we began a COVID-19 relief fund, supporting students and families through the advisory program.

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

Over 90% of our students at EPAA qualify for free and reduced lunch. All of the supports for both teaching, learning and SEL support was made available to ALL students, with special attention provided to our ELL students via a professional development training to integrate ELD into the history

department curriculum (required coursework for all four years at EPAA), for our LTEL students, in addition to providing regular 2 hours of synchronous learning for our newcomer students, as much as 3-4 times a week. Through our Bulldog Buzzcut Challenge we were able to raise over \$105,000 to support COVID-Relief for our students struggling with housing and food insecurity during the shelter in place orders.

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

Teachers received on-going professional development and support via weekly all-staff and advisory team meetings. Additional professional development support was provided via the SUHSD curriculum and instruction team. Some teachers participated in additional workshops made available through a variety of education partners, including Envision Learning and PBL Works, with a focus on standards based engaging instruction through a distance learning platform.

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

With the help of the SUHSD office of food services, EPAA provided breakfast and lunch to students and families through food distribution on Mondays and Wednesdays on campus. Food was also available to all students and families via the SUHSD central kitchen on Mondays, Wednesdays and Fridays. Food was made available for 3 days at a time packages, with enough food for all students and family members in the household.

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

Student engagement was tracked for every single individual student using a school-wide spreadsheet for all students in every class, updated bi-weekly during our staff meetings. Weekly check-ins as part of the advisory teams for all students, were supported through the weekly advisory planning meetings where all teachers and the principal participated to strategize on maximizing student support. Additional tracking was being completed by the special education team, also updated on a bi-weekly basis as part of our regular SPED team meetings. Finally, the counseling and safe and welcoming teams also connected weekly to track our most at-risk students.

The campus was open for students in need of more in-person support for academics or social emotional needs, with special attention paid to the four pillars for safety at school. Tracking was therefore a mixture of in-person advisory check-ins, the core class spreadsheet tracker, the various

trackers for students with a variety of special needs, and finally using the CANVAS platform to determine which students were engaged on the platform for classwork submissions. Students who struggled with engagement via distance learning received weekly personalized phone calls through their assigned advisor, and auxiliary support staff. If a student was unable to be reached, we worked with local law enforcement to provide wellness checks via home visits.