

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Paseo Grande Public Charter	Dr. Christine Kasitz Area Superintendent	principal@paseograndehs.org (833) 980-1356	June 10, 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.

Paseo Grande Public Charter is an online Dashboard Alternative Status School (DASS) that provides independent study for dropout recovery. The online individualized program already had students doing their work independently. Teachers, tutors, and other support staff reach out to students at least once a week via various platforms including Crexendo, Moxtra, text messages, phone calls, emails, and regular mail. Students receive work digitally through Apex. Most of our students are low-income, so students and families are connected to resources for food, as well as employment through other social service providers. As per school procedures, laptops and hotspots are distributed to students to help address equal access. Counselors are available, as well as school psychologists who offer social-emotional support as necessary during these trying times. Students and families choose our program, because it allows them to reach their educational goals using an individualized program that fits their schedule, as for many have employment of some type. The flexibility of the school program supports students who need to seek employment in these financially stressful times.

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

Teachers with English learners have bilingual support staff to aid in communication with parents and students. Paseo Grande Public Charter’s Literacy teacher works individually with English Learners to support the students with their academic work. Laptops and hotspots are being delivered to student homes instead of having students meet the staff in public locations. This helps address access and equity concerns. Communications regarding school as well as other resources to aid families during these trying times are translated into Spanish as well. Counselors reach out to social workers for extra support for foster youth. Food and employment resources are offered to all students through our community partners, as well as postings to our website (paseograndehs.org) with opportunities from local organizations offering services such as shelters and counseling services. Also, on the Paseo Grande Public Charter website, are postings of local organizations providing food (churches, Catholic Charities, etc.).

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

The ongoing educational model used by Paseo Grande Public Charter is an individualized study model. Therefore, students are accustomed to doing the majority of their assignments at home with regular interaction and support from their teachers during the week. As an already established virtual education model, there was almost no transition required of the students due to COVID. Face-to-face student meetups with teachers and tutors became 100% virtual. Teachers, tutors, and other support staff have delivered instruction via Crexendo, Moxtra, phone conversations, online whiteboards, and any other means necessary to ensure students received proper support. This innovative approach to the individualized study model is supported by teachers and staff communicating with one another and the administration through Email, Crexendo, Moxtra, Skype, texts, and phone calls.

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

Paseo Grande Public Charter does not provide school meals to students. Students were directed to their resident schools for meals. Staff informed students and families in need, of the additional support available through various food banks and other local resources. Paseo Grande Public Charter also uses their community partnerships to find additional resources for families.

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

Our school has followed the advice of relevant governmental authorities and has been abiding by the Executive Orders issued by the Governor. Prior to COVID-19, Paseo Grande Public Charter serviced students face to face in our partnership “drop-in” sites. Those partnership “drop-in” sites are closed until given approval. The students at Paseo Grande Public Charter have been 100% online already. Thus, there was no adjustment for supervision to students due to COVID-19. In addition, the primary grade levels of the students that attend our program are grades K - 12. Teachers, tutors, and support staff reach out and offer services to students. We continue our efforts to maintain contact with students and continue to support learning via online platforms.