



Science & Technology Academy at Knights Landing 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, 2020, the Science and Technology Academy at Knights (Sci-Tech) being a dependent charter school of the Woodland Joint Unified School District, closed as a result of the Covid-19 pandemic, and developed a phased approach to the implementation of distance learning. There were many aspects of operations that had to be adjusted to address the challenges created by school closure, including

- providing school lunches in a grab-n-go format,
- providing Chromebooks and wireless hot spots (income dependent) to families who needed them,
- providing some paper-based instructional materials for TK – 6th grade students,
- addressing the health and safety needs of employees,
- cleaning and disinfecting all school site,
- developing an online platform to be used by students and teachers,
- and providing training for teachers who had little experience with teaching in an online format.

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

Sci-Tech understands the unique needs and challenges that are faced by its English learners, foster youth, and low-income students, and has provided distance learning resources and support to assist students and families. In addition to the specific strategies listed below, Sci-Tech has leaned on our district's resources and has directed families to their Family Support Center, with a helpline in both English and Spanish that is available to provide support to families, through assisting with the obtaining of basic needs, and through facilitating referrals for mental health support. In addition, Sci-Tech partnered with Rural Innovations in Social Economics, Incorporated (RISE) to further assist in providing social emotional support to our students and families.

English Learners

Sci-Tech has supported our Spanish-speaking English learner students and families by providing all materials and resources in both English and Spanish. Parents were contacted through Remind, SeeSaw and All-Calls in Spanish and English to inform parents throughout the school closure regarding distance learning, resources, and technology support. Remind and SeeSaw have the translation feature in Spanish. This facilitated the communication among Spanish Speaking parents and teachers. Through SeeSaw, teachers were able to record oral directions, lessons and provide visual support to our EL students. Additionally, teachers continued to provide English Language Designated instruction through Google Meets.

Foster Youth

During school closures, Sci-Tech has provided support to foster and homeless students and families by contacting them directly to inquire about their needs in the areas of food/shelter, education materials, providing contact information for school staff during school closure. Families were provided distance learning resources (chrome books, hot-spots, educational packets). Sci-Tech ensured that students had access to any social emotional counseling that they received during the school year or new services as needed due to Covid19.

Low Income Students

Sci-Tech has provided targeted support for low income students through the deployment of Chromebooks and internet hot-spots for families who qualify, so that students would be able to access the online distance learning platform. Chromebooks and hot-spots have been distributed to students in grades TK through 6. Additional instructional materials have also been provided through a mailing to all TK - 1st grade students, who have less experience with using technology in the classroom. A WIFI access point was designed at the school site, so that parents could drive up and students could access distance learning. A direct technology line was made accessible to students to receive support.

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

Although Sci-Tech has the opportunity to follow the district plan, Sci-Tech teachers, staff and administration decided to work together to provide a high quality learning experience for students. Being aware that some students and their families may be unable to fully engage in distance learning due to family circumstances, teachers, staff and administration, put forth their best effort to engage students in distance learning. Consequences for students who do not participate were not instituted and students were encouraged to participate.

Phase 1: Voluntary Enrichment and Learning Opportunity

For Phase 1, Sci-Tech collaborated with the district throughout this phase. During the first few weeks of school closures, district staff planned and developed voluntary enrichment and learning opportunities for students to access, through both online resources and paper-based resources. Online resources were made available on the district and school webpages, and consisted of a learning plan with a daily schedule and links to programs and websites that students could use at home. Paper-based resources for elementary students were printed and distributed at our site, for students and families who were not able to access the online resources. At this same time, Sci-Tech began preparing the distribution of Chromebook and hot-spot procurement in order to provide devices to students and families. All families who are low income are eligible for a wireless hotspot, which provides internet access at home.

Phase 2: Planning and Preparing for Distance Learning

During this phase, teachers, staff members and administration worked collaboratively to develop instructional materials. Using SeeSaw and Google Classroom, teachers prepared lessons in all content areas. Being a small staff, teachers were divided into grade level teams to collaborate and support each other. Our Technology Coordinator began preparing parent and student tutorials to support distance learning. In addition, our Special Education teacher and our RTI Specialist collaborated and supported teachers in designing lessons which addressed students special needs. Additionally, during this phase of our implementation, teachers accessed professional development modules which were designed to support their understanding of the distance learning platform as well as how to support student needs during school closures.

Phase 3: Implementing Distance Learning

Distance learning implementation began April 20. Sci-Tech teachers, using the SeeSaw platform, offered training to parents and students regarding Google Classroom, Google Meet and SeeSaw before the start of distance learning. In addition to providing instruction, teachers met with students virtually both in whole groups and small groups to provide instruction and emotional support. Teachers also continued to meet in their grade level teams and with the administrator, RTI and RSP teachers to plan and develop instructional materials for the coming weeks.

Evaluation of Distance Learning Implementation

A final survey has been released in order to gather feedback on the entire program of distance learning and get input on reopening schools in 2020-21. These results have also been shared with staff.

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

Sci-Tech, being part of the Woodland Joint Unified District distribution site, is providing lunch and breakfast for the next day to all children up to age 18. Meals are served from 11 am - 1 pm, in a grab-n-go format to follow social distancing guidelines. Meals are provided regardless of whether students are present. Food services staff wear masks and gloves during food distribution.

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

The Child Development Centers and Continuing Development Incorporated (CDC/CDI) organization operates childcare centers at several school sites within the Woodland Joint Unified School District. During school closures, CDC/CDI has maintained operations at three school sites in order to provide supervision of students during school hours. This information was available to all our Sci-Tech parents.