

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.

In March, as advisories were released by the state, it became apparent that closure of Shasta Charter Academy (SCA) would be necessary. Families were alerted using SCA’s notification system that the school would be closing effective March 20th. The school sanitized and prepared Chromebooks and VEX Robot kits to be checked out to students to take home, with facilitator approval, and notified the families of this using the school communication system. When the shelter-at-home guidance was issued on March 18th, the school was immediately closed to non-staff members. Notification again went out via the school communication system. All staff made preparations to vacate the campus as soon as practical. Staff have only been on campus as needed since then. Staff have communicated with and received support from school administration and IT. All teaching staff have made valiant efforts to ensure student learning continues in spite of the closure. Special education students have been receiving teletherapy for speech support. All classroom teachers have been using Google Classroom to communicate assignments, with some teachers live-streaming their math classes from their classroom. Others have created screencasts of their lectures. Facilitators had meetings virtually using platforms like Google Meet, Zoom, email, and phone. Through the changes, students have continued to engage in learning by many avenues.

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

These students are being supported by their facilitator, parents, teachers specializing in specific subjects, and community partners. Chromebooks and VEX Robot kits have been made available to them, as applicable and needed. Instructional paraprofessionals have also been making phone calls and working with students via Zoom and Google Meet to help the students stay on track and grow in their knowledge and understanding of the educational material.

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

Teachers have been using Google Classroom, email, phone calls, texts, and video conferences to provide instruction, assessment, and communication with students and families. Some teachers live-streamed themselves teaching while others created screencasts of their lectures. Facilitators had one-on-one meetings with students virtually using platforms like Google Meet, Zoom, and FaceTime. Curriculum was

sent home with students. A combination of books and digital resources have helped students progress in their learning. In many cases, Chromebooks, Robotics kits, and other school supplies were made available for students to work with at home. Staff have continued to communicate with each other the needs, as well as successes, of individual students so as to support them, encourage them, and commend them, furthering student engagement and success.

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

SCA works collaboratively with the Shasta Union High School District (SUHSD) to provide the option of school meals to students. In March, SUHSD began providing opportunities for families to pick up two meals daily, lunch and breakfast for the following day, for all children 18 and under at multiple locations throughout Redding and Shasta County. These meals were made available free of charge, regardless of what school students attended. Families were able to pick up as many meals as there were children in the vehicle at the time of pick up. Meals were served near the front of schools/ locations with fast and friendly service to help avoid people congregating.

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

In an effort to slow and stop the spread of COVID-19, most staff were rarely on campus once the shelter-at-home guidance was issued. Even throughout a normal school year, SCA is an “open” campus, meaning that students can come to the school for classes, tutoring, or meetings, but do not require SCA staff permission to leave campus. Also, being a non-classroom based school means that students are not required to be on campus for their education/ courses. Nonetheless, there were occasions where staff supervised children and facilitated the giving and receiving of materials and supplies over the final months of the school year. Precaution and strong measures were taken to sanitize and clean before and after visitors were on campus.

California Department of Education
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