COVID-19 Operations Written Report for Clear Passage Educational Center

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Clear Passage Educational Center	Vivianna Trujillo Executive Director	info@cpecschool.org (562) 912-7480	6/28/20

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.

As an independent study high school, CPEC offers its students a personalized and individualized learning program that focuses on each student's unique strengths and needs. A key component of CPEC's blended instructional model is the utilization of Fuel Education, an accredited web-based curriculum, that is aligned with state standards including California Common Core Standards, California English Language Development (ELD) Standards and Next Generation Science Standards. Implementing Fuel Education affords CPEC's students the opportunity to learn at their own pace at home or onsite. In response to school closures to address the COVID-19 emergency, the following safety-net strategies have been expanded/continued:

1. 24-hour access to the online curriculum, supplemental resources and course work.
2. Online access to progress monitoring assessments.
3. Virtual instructional support provided online by credentialed teachers.
4. Student access to laptops for completing their coursework offsite.
5. Regularly scheduled virtual student meetings with their assigned teacher(s).
6. Referrals to community-based agencies and community partners that provide mental health, social services and other support resources.
7. Referrals to community-based agencies and community partners that provide meals and access to funding for meal provision.

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

California English Language Development (ELD) Standards and instructional strategies are reflected in CPEC's curriculum to ensure that English learners are able to:

1. Read, analyze, interpret, and create a variety of literary and informational text types
2. Develop an understanding of how language is a complex, dynamic, and social resource for making meaning and how content is organized in different text types and disciplines using text structure, language features, and vocabulary, depending on purpose and audience.

3. Be aware that different languages and variations of English exist and recognize their home languages and cultures as resources to value and draw upon in building proficiency in English.
4. Recognize their home languages and cultures as resources to value in their own right and access in order to build proficiency in English.
5. Contribute to student/teacher discussions, asking questions, responding appropriately, and providing useful feedback.
6. Demonstrate knowledge of content through oral presentations, writing and multimedia.

Foster Youth continue to receive support services from staff, ensuring that students have access to laptops, are actively engaged in distance learning, and are afforded access/referrals to community-based agencies to discuss their health and wellness. Foster Youth attendance is actively monitored, and touch points are facilitated with the families of students that demonstrate excessive absenteeism. Foster Youth continue to receive instructional support services. Transition support for graduating seniors is facilitated to ensure students are on track to graduate and college application and enrollment support is provided as needed. CPEC's staff also continues to refer Foster Youth and their families to meal service programs and resources.

With over 90% of students eligible for free or reduced lunch, CPEC continues to address the needs of low-income students. Efforts on the part of school leadership and staff have resulted in referrals to local meal distribution programs and meal funding resources. Laptops have been distributed to students who need devices in order to access distance learning. Referrals to community agencies and corporations that offer technology initiatives have resulted in internet access for eligible families. In addition, CPEC's staff continues to support low-income students by providing referrals to local area agencies as individual student needs for mental health, social services and other resources are identified.

In response to school closures to address the COVID-19 emergency, the following safety-net strategies have been expanded/continued:

1. 24 hour access to the online curriculum, supplemental resources and course work.
2. Access to progress monitoring assessments.
3. Instructional support provided by online credentialed teachers.
4. Student access to laptops for completing their coursework at home.
5. Regularly scheduled virtual student meetings with their assigned teacher(s).
6. Communication regarding student progress and school-related information in the student's primary language.

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

To strengthen the delivery of instruction via its distance learning model, CPEC has provided professional learning opportunities for staff while continuing to implement a flexible web-based curriculum (Fuel Education) that supports self-paced learning and differentiated instruction.

All students who enroll in the program are placed in core subject areas of reading, English and math, based on tested achievement levels and remaining graduation requirements. Based on student need, only materials that have not been mastered are required. The advancement through courses is supported by activities and learning opportunities that promote the mastery of skills. This focused approach to learning will

eventually permit students to devote time on the acquisition of higher order learning tasks, such as analysis, evaluation and synthesis. In addition, the following safety-net strategies have been expanded/continued:

1. 24-hour access to the online curriculum, supplemental resources and course work.
2. Online access to progress monitoring assessments.
3. Virtual instructional support provided online by credentialed teachers.
4. Student access to laptops for completing their coursework offsite.
5. Regularly scheduled virtual student meetings with their assigned teacher(s).
6. Referrals to community-based agencies and community partners that provide mental health, social services and other support resources.

Lastly, CPEC's staff maintains regular contact with parents/guardians via telephone, text and email regarding student progress in the student's primary language.

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

With over 90% of students eligible for free or reduced lunch, CPEC continues to address the needs of low-income students and families via referrals to local meal distribution programs and meal funding resources. Families are routinely notified via e-mail, phone, text and website postings in their primary language.

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

In order to align with California's Stay at Home order and social distancing practices, the following safety-net strategies have been expanded/continued during ordinary school hours:

1. Virtual instructional support provided online by credentialed teachers.
2. Regularly scheduled virtual student meetings with their assigned teacher(s).
3. Parent conferences to review student progress and identify/address critical needs.

In addition, CPEC's staff maintains regular contact with parents/guardians via e-mail, phone, text and website postings in their primary language.