




COVID-19 Operations Written Report for Excel Academy Charter School - Helendale

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122	June 18, 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.

The Teacher of Record (TOR) communicates with each family weekly, monitoring progress and providing support as needed. Learning Period meetings are currently conducted online through Zoom and work samples are scanned to the ToR for review and assessment. If the ToR has concerns, a student can be referred for a virtual Student Success Team (SST) meeting where goals and interventions are created to support the student and parent. EACS uses i-Ready diagnostic data to identify struggling students and gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two plus years below grade level) in reading or math test into our schoolwide intervention program and complete additional online lessons weekly through Imagine Learning Math, Read Live and/or i-Ready. Schoolwide i-Ready data is also analyzed to determine how to best support academic achievement for all students in the coming school year.



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

Each foster and/or homeless student is assigned an additional support staff member, either a school counselor or our intervention coordinator. When the COVID-19 shutdown began, each student's support person reached out personally to ensure that they had secure food and shelter. If not, we connected them to community resources, or at times, dropped off the needed food or supplies directly to the home. The support person assigned to each foster and homeless youth has remained in close contact with both the family and the student's ToR to ensure they were well supported.

Schoolwide interventions were advertised to support our low socioeconomic students as well as our general student population. Due to the high unemployment rate, we knew that support could be needed across all socioeconomic tiers. We posted recurring advertisements of the No Kid Hungry program, which provides free meals at local school campuses. We noted in our monthly staff meetings for our ToR to notify the Crisis Team if any family was struggling to maintain secure food or shelter. We created a list of community resources, by county region, addressing these needs.

the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Advisory Council (PAC) webinars, on Excel Academy’s website, as well as through direct emails, phone calls, monthly newsletters, ParentSquare, and social media platforms.