

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Opportunities For Learning Public Charter Schools - Duarte	Richard Moreno, Principal	E: rmoreno@ofschools.org P: (626) 921-8200	June 16, 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 impact on the school closure for students and families has been a transition to distance learning for the remainder of the school year, to address the COVID-19 emergency. The flexible structure of Opportunities for Learning’s blended learning program allows the LEA to minimize the severity of the transition to distance learning. A change to our program due to the impacts of COVID is students are now only participating in virtual meetings/appointments or phone calls with teachers and school staff. Students access curriculum through three modalities: Student Activity Workbooks (SAWs), Small Group Instruction (SGI), and online coursework through Edmentum. The LEA provided professional development to all staff in Edmentum to support successful instruction on a wider scale through this platform due to distant learning. Through these three learning modalities, the LEA is providing students access to high quality instruction and promoted educational choice for students. To provide the same level of support to students via distance learning, students are encouraged to continue working on their SAWs and meet with their teachers weekly through Google Meet. They receive tutoring in Math and English, meet with the school counselor, and have check-ins with the Assistant Principal virtually. Post-secondary resources such as a Career Fair and senior portfolio meetings were modified and held virtually. SGI teachers utilize Google Classroom to post recorded videos of lessons, integrate check-in times for their classes, and hold office hours for students.

The LEA ensures equitable access to education by providing technology for students. In order to meet the needs of our students and families impacted by COVID Chromebooks are loaned to students, and staff work individually with families to help get them connected to free internet offered by local service providers to ensure students can continue to access high quality curriculum virtually. Staff is dedicated to reaching students and parents on a daily basis, especially those that struggled with the transition to distance learning or are experiencing additional hardships as a result of the pandemic. Community resources related to everything from mental health, grab and go meals, to child care are shared as needed through flyers, email, text, and phone in hopes of minimizing the impact of COVID-19 on families.

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

To meet the needs of English Learners, students have access to fully credentialed teachers who can apply appropriate SDAIE strategies. Students are assigned to an English Learner Specialist. The EL Specialist maintains regular appointments with students and continues with Academic Learning Plan meetings with parents despite the cancellation of ELPAC testing. These check-ins provide an opportunity to connect with students on a personal level,

monitor academic progress, and integrate language and literacy focused lessons that supplement students' core coursework. Students are offered individual appointments with their credentialed teacher, as well as tutoring to better scaffold their learning and strengthen their academic skills.

The LEA's Special Education team continues to work closely with the SELPA and follow the California Department of Education's recommendations to ensure students with disabilities continue to receive services during this period of distance learning. Specialized Academic Instruction minutes are offered as outlined, accommodations are implemented to the greatest extent possible, and compliance with IEP meetings are maintained through holding meetings via Google Meet. School psychologists maintain their standing appointments, and are available to meet with general education students expressing social-emotional struggles.

In order to meet the needs of Foster Youth and low-income students, the LEA is committed to implementing a 1:1 technology initiative. Our aim is that every student is assigned a chromebook to access and engage with curriculum from home, as well as stay in regular contact with their teachers and other school staff. Our school counselor reaches out to foster youth students on a regular basis to check in with their changing needs, offer community resources, and ensure they are supported both academically and social-emotionally. They also maintain a resource list on the counselor's website. The LEA provided hard copies to all families during our curriculum and technology pickups. This list encompassed resources from free wi-fi to shelter to food banks. Bilingual staff also followed up with families to ensure that language barriers did not prevent them from accessing essential resources.

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

Prior to the Safer at Home order being put into effect, staff and school leadership met to identify a strategic instructional plan for successful distance learning, beginning by looking at the academic plans for each student. Based on these plans, coursework was assigned for each student so that they had access to a combination of Student Activity Workbooks, Small Group Instruction coursework, and Edmentum online coursework. The LEA then prioritized the need for equitable access to technology for all students, as this is important not only for students to learn and complete assignments, but for them to also maintain strong communication with teachers. Families were given multiple opportunities for curriculum and chromebook pickups, and make-up days were also scheduled to ensure all students requesting technology were provided with this. Support staff helped families without internet to connect service, and teachers immediately began reaching out to students to schedule virtual appointments through Google Meet. Teachers scaffolded students through tutorials in Edmentum if they were new to our online curriculum, and Small Group Instruction classes transitioned fully to a virtual format via Google Classroom in less than a week. English Learners and students with disabilities received the same level of support as they did at school through Google Meet appointments, and were able to utilize the "share screen" feature to work effectively with their specialist. Communication with parents has been integral with the LEA's ability to continue delivering high-quality distance learning opportunities for students. Teachers and staff have relied on multiple means of communication with parents, including Google Voice, email, text, School Messenger, and letters home to keep families informed about students' progress and school updates. Instructional staff and school leadership have continued to meet three times a week to address challenges as they arise, collaborate about student needs, and plan for the LEA's next steps in improving our distance learning plan to better serve our students.

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

As a non-classroom based charter school we are only required to offer school meals to students who are on site for 2 or more hours per day. When the Safer at Home order occurred, the School Lunch Program was fairly new to our schools and very few students were taking the school meals at that time. In an effort to reduce food waste, the LEA decided to temporarily suspend school meals, and instead we took the following steps to ensure our students would not go without meals: teachers, support staff and the school counselor reached out to each student/family to determine if there were any needs (including school meals, food, shelter, etc.). Our school counselor created a one-page document highlighting where to obtain no cost breakfasts, lunches and other food items in our immediate area and from our local district. We distributed this resource list to students who expressed interest, as well as those who did

not, multiple times throughout this time of Safer at Home. Physical copies were passed out during technology distribution, then emailed out to all students/families. Our school counselor has also updated and maintained this resource list online. We have sent an email to all families with a link to this resource, and it is linked through our school website. We will continue with these efforts until the Safer at Home order is lifted.

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

As a non-classroom based Independent Charter School, students typically attend a regularly scheduled appointment of 2-3 times a week for one to two hours each day. The LEA continued to maintain instruction and expectations for all students and only shifted to virtual scheduled appointments with teachers, tutors and counselors. Physical supervision was suspended, once we moved to distant learning to ensure that we met with all CDE guidelines meeting the necessary protective measures for the safety of our students and staff. Because the model of our school is founded on Independent student work prior to COVID, our operations for student supervision did not change.

California Department of Education

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