

June 16, 2020 Governing Board Approved

COVID-19 Operations Written Report

On Monday, May 4, the California Department of Education (CDE) posted a template and instructions for completing the COVID-19 Operations Written Report, which must be adopted by Local Education Agencies' (LEA) governing boards and submitted to the County Superintendent of Schools in conjunction with the adopted annual budget by July 1, 2020. LEAs must also post the adopted reports on the homepage of their Internet website, if a website exists. LEAs must meet the requirements of Executive Order N-56-20.

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.

1. **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.***

At each stage of the COVID - 19 pandemic, Odyssey Charter School, has not wavered in our commitment to fulfilling our vision and mission. With the safety and wellbeing of our students, families and staff, we were able to deliver a high-quality distance learning program supporting students' social, emotional and academic learning needs. In response to the school closure resulting from the COVID-19 emergency on March 16, 2020, we implemented several changes. For the first few weeks, a majority of employees worked from home while a core group of administrative and support staff kept the facility open to disseminate technology, meals, and paper packet learning assignments. Our first priority in this initial stage of our distance learning plan was to ensure it was equitable, engaging, and accessible for all students.

Program Offerings due to the COVID-19 crisis included:

Curricular Adjustments & Professional Development

- Distance learning schedules were devised to ensure our approach was student-centered, collaborative, flexible, and sustainable
- Staff trainings on Google Classroom and Zoom for teachers and teacher assistants
- Grade level discussions to identify and select the most appropriate tools for distance learning

- Teacher led curriculum teams created to develop virtual experiences
- All curricula and course materials were made accessible online and students with disabilities IEP or 504 Plan services were continued through virtual sessions
- Virtual tutoring via phone, Zoom, Google Hangouts
- Grade level work packets were created and made available to all students

Steps Taken to Address Student Engagement

- Increased collaboration between staff, focusing on curating daily lessons by grade level
- Examination and refining of instructional practices for distance learning to ensure rigorous and relevant learning experiences
- Providing opportunities for regular communications and updates for our community the following to parents will receive an email from your student's teacher which will include a weekly learning schedule
- Lessons delivered through Google Classroom include both instructional videos of teachers and curated learning resources
- Communicated with our families through our powerschool database via email communications (20 bulletins and updates), text messages on meal reminders, video announcements and Instagram posts

Addressing Student and Family Needs

- Personal contacts by teachers, teacher assistants, or other staff to each family
- Over 180 Chromebooks loaned to families/students without devices at home
- Breakfast and lunch meals distributed to any student and/or family requesting meals
- Identified and provided students need extra support with regular check in's
- Troubleshooting and supporting families with technology challenges
- Zoom office hours provided students academic and social emotional support
- Students with disabilities services were scheduled as to not conflict with their general education classroom sessions

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

The needs of vulnerable students including foster youth, low-income students, and EL students, were addressed in a number of individual and organizational ways. For many students, school is primarily a learning environment, however for many of our vulnerable students school is also a space where their basic human needs are met through social connections. For these students,

classroom teachers and teacher assistants alternated contacting students weekly via email, phone calls, or text messages. This individual contact occurred outside of the regularly scheduled instructional time. Secondly, families were given Chromebook devices that would further facilitate their participation in our distance learning program. Additionally, our breakfast and lunch meal program continued to operate through the duration of the school closure and provided students and families healthy meals. Finally, small group and one-on-one instruction became a weekly activity that enabled teachers and teacher assistants to offer individual and personalized learning support to students who were members of these vulnerable populations.

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

The leadership team, teachers, and teacher assistants continuously worked in developing distance learning plans that were tailored to students' different learning needs, interests, and abilities. Through ongoing professional development opportunities on best practices in distance learning resulted, resulted in an engaging and high quality distance learning experience for our students.

Elements of our high-quality distance learning plan included:

- Flexible and coordinated schedules to ensure all students participated in the general education classroom schedule as well specialized academic instructions and related services for students with IEPs and 504 Plans
- Student participation was tracked by teachers and teacher assistants weekly thereby offering an accurate depiction of student progress
- Teachers flexibility and creativity became very evident in the ways they prepared and delivered lessons and assignments
- Teachers used a variety of tools including Google Classroom, YouTube, Zoom, See-Saw, and FlipGrid live to provide students guided practice and tutorials
- Special Education Behavior Specialist collaborated weekly with families of students who receive behavior support, outlining and monitoring at-home behavior strategies.
- OT, SLPs, and counselors collaborated weekly with families of students with identified needs outlining and monitoring at-home best practices (i.e: sensory strategies, articulation strategies, choice language to ease anxiety)
- Special education assistants provided after hours video sessions to assure work completion and comprehension

- All students participating in school-based counseling, received counseling via telehealth

In the launch of our distance learning program, we recognized the need for students/families to have access to a device that would allow students to participate and connect with their classroom teacher and related assignments. After a brief family survey where over 30% of families responded and shared their technology needs. To meet this need, over 175 Chromebooks were deployed and distributed to students/families, with a priority to students who were English learners, socioeconomically disadvantaged, and those with more than one student in the home. Unfortunately, due to the substantial national demand, we were unable to secure wi-fi access points for the families who indicated this as a need.

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

At the onset of the pandemic, our schools provided breakfast and lunch meals to our families. The first few weeks, we provided warm meals to our community in partnership with our food service provider Aveson Charter Schools following social distancing guidelines and grab and go meals. We were committed to ensuring our families in need were provided meals, sent text message reminders and allowed for all families to pick up meals with no delay or red tape. As the weeks evolved, we shifted to weekly meal packets for families and noticed an increase in family participation. Due to this increase, we are providing meals to our families through June 25, 2020. Below are a few data highlights from our meal service.

- For our 2 schools, we averaged 30-35 meal packs per week. Overall, we have made 60-75 meal packs per week for our community
- Each meal comes with 5 meals breakfast and lunch (turkey sandwiches, and a variety of frozen items such as corn dogs, taquitos, chicken tacos, etc), fresh fruit, romaine lettuce, tomatoes, cucumber or carrots, cheese stick, juice, chips, 5 muffins, hard boiled eggs, and some other sides such as salsa.
- Many families are returning families each week.
- We tend to serve a majority from the Odyssey campus (about 30-35 on Tuesdays) and approximately 20 on Thursdays from Aveson.
- Family interaction and feedback suggest that they are very grateful for these meals for their students as many have had some hardships recently. Parents have shared that these meals, the virtual recess and zoom meetings with fellow students have really brought a bit of normal into their students' lives recently.

- We are currently using the Seamless Summer program for our meal program to offer these packaged meals with no meal service onsite.
- We are researching meal programs that will offer meals July-start of the new school year. Currently, information is unavailable but is continuously being updated as new information is being released by our Governor.
- We are developing meal program plans for the reopening of school per the guidance of the Los Angeles County Office of Education
- We ensured families had the links and information to P-EBT benefits to help families in California buy food when schools are closed because of the coronavirus emergency and links to the application

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

Our schools were not asked to provide supervision for families of essential workers during the shelter in place order. However, we did provide families in our weekly communications the information provided by the Los Angeles County Office of Education on how essential workers can access local child care by calling the toll-free number and provided the website link or which also includes resources for teachers, providers and families.