

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Options for Youth Public Charter Schools - San Juan	Derek Newell- Principal	E: dnewell@ofy.org P: 916-202-8779	June 12, 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.

OFY provides an option for students to take classes in a variety of modalities: online, in packets, or in small group instruction courses. In response to the COVID-19 pandemic changes to our program included transitioning to distance learning, students transferred all of the modalities to virtual learning through the use of google classroom and online meetings. All of the courses that were offered to students prior to COVID-19 are still being offered to students through our independent study curriculum or our online coursework on Edmentum. To collect work students are able to scan in key assignments to their teacher through google drive and apps that allow pictures to become PDF's. Then students will arrange for drop off times of packets with their teacher at the learning center. Through Edmentum, work is collected all digitally. We have followed all CDE guidelines and recommendations for general education students and students with disabilities as we continue to offer access to offer instructional support and special education services during distance learning. Teachers meet with students for one-on-one support weekly and have created digital resources to assist students through the transition. Small Group Instruction classes have transitioned to meeting virtually and continuing in small groups and one-on-one tutoring support with the teacher as needed. Student appointments and classes remained the same as they were in the learning centers. Students meet with their teacher twice a week for an hour and small group instruction classes are four times a week.

Two of the major impacts for students and families is the accessibility to technology and how to use technology. Many of our families do not have access to the internet or a computer. OFY SJ has provided chromebooks to students during this time and quickly set up a system for passing out chromebooks, while being mindful of the required safeguards recommended by the CDC. Many resources for free internet are passed out to families and students. Teachers provided support for students and families to learn how to log in and join online meetings and walk through how to transition from in person learning to distance learning.

Due to the impacts COVID-19 pandemic our Social Emotional offerings have been severely impacted. OFY SJ has always had a focus on social emotional learning and during this time we are unable to provide field trips and our Pathways experiential learning trips. For many of our students, these trips are an opportunity to learn more about themselves and develop friendships and mentors. During this time at home, we are looking for ways to engage students and make sure they are feeling supported with their social emotional needs. With this in mind, our Postsecondary Counselors are also available for virtual or phone appointments for general education counseling services as well as Foster Youth support and resource referral services. In addition, Counselors support teachers in reaching out to MIA students, follow-up meetings, and also support seniors who are preparing to graduate.

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

Majority of students come to OFY SJ credit deficient. The students represented in all subgroups are no exception, in the 2019/20 school year OFY SJ served an unduplicated pupil percentage of 71.86%. Low-Income struggle to have access to resources and support to aid in their learning and closing the gap in their academic skills. Foster Youth are faced with additional challenges on top of being credit deficient. Students face social emotional barriers and access to resources and support. English learners have access to highly qualified credentialed teachers and apply appropriate instructional strategies for programs such as the iLit, which has been proven to be an effective instructional program and led to accelerated growth in literacy skills.

Credentialed teachers are able to bridge subject matter content and students' skills levels. Highly qualified, fully credentialed teachers receive professional development in standards aligned and data driven interventions, and play a critical role in helping students fully access curriculum across content areas so students gain the skills to work more independently at home. Professional development for teachers provides opportunities for data driven, evidence-based, instructional strategies to be implemented in the classroom in order to address specific needs of these students incurred by lack of time in school, language barriers (SDAIE Strategies) and learning disabilities.

A timely intervention is important to addressing the areas of highest academic need for English Learners and Foster Youth Students. This provides English Learners, Low Income and Foster Youth students with immediate score feedback and instructional planning and intervention implementation. These students are provided individually tailored instruction based on literacy skill areas they are most deficient, in order to improve Lexile measure and improve overall access to the content. Benchmark assessment data provides a snapshot of both student achievement and student growth throughout the school year, so that we can continue to tailor instructional choices to each student's present needs. Tutoring and specialized scaffolding is provided for all subgroup populations as it is critical for academic achievement. In addition to support for seniors such as exposure to an array of different career pathways, and resources for pursuing them, that may have been lacking otherwise, due to financial hardships and transient conditions.

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

Through collaboration with our Charter Management team, Options for Youth San Juan created a tiered system to develop a plan to meet the needs of our stakeholder.

Tier 1: Technology, Staff, Students, and our Student Information System

In this first tier, Options for Youth transitioned to distant learning in a matter of days. At each of our school sites, staff developed plans to pass out chromebooks and curriculum to students who needed the resources and supplies. Within the first few weeks of distance learning, there were many professional developments and coaching resources for staff to learn and get support to provide a high-quality distance learning experience for students and families. Some of the professional developments that were offered were: distance learning best practices, Edmentum Training, and Google Classroom. Teams meet together to roll out plans for Small Group Instructions classes, independent study practices, how to collect work, etc. EL Specialists have continued to support EL students in their language development and academic progression through academic support during weekly scheduled appointments in addition to their appointments with their independent study teacher. Math tutors, math intervention specialists, and English tutors have been available to and offer individual appointments for students working on Math & English independently. Options for Youth San Juan leadership has worked on developing mass communication systems and ways to communicate information to families and students during this time in both English and Spanish. We used social media, school messenger, and also our student information system to communicate updates and information about the students progress.

Tier 2: Special Education

Special Education Specialists (SES) continue to provide necessary support to Students with Disabilities as outlined in Individualized Education Programs and paraeducators support in contacting/scheduling students under the supervision of an SES.

Tier 3: Enrollment and Summer School

Options for Youth San Juan continues to support new students through virtual orientations with new families and students. New students meet with our center coordinators to walk through the registration, introduction of our program, and setting them up with their teachers. Students receive log-ins for google, edmentum, how to log-in to virtual meetings, and how to submit work. Tutorials have been made to support students and walk them through the process. One challenge is the accessibility to technology and the internet and connecting them with resources.

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 COVID emergency 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 then decided to temporarily suspend school meals, and instead we have taken the following steps to ensure our students would not go without meals: support staff and school counselors at school site reach out to each student/family to determine if there are any needs (including school meals, food, shelter, etc.), resources about where to obtain no cost school lunches provided by our authorizing district/county are provided to all families who express a need.

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.