

# 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 - Baldwin Park	Valerie Brennan, Principal	E: vbrennan@ofschools.org P: (626) 224-3491	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.

Opportunities For Learning-Baldwin Park takes the safety of students and staff very seriously. Prior to the official Stay at Home orders from the governor, OFL-BP leadership had several meetings preparing plans for distance learning. In our Independent Study format we have always offered a blended learning opportunity to address the learning modality and needs of all students. Our credit based curriculum can be done through our Student Activity Workbook (SAW) and textbook format, through our 100% online curriculum platform via Edmentum, or through a Direct Instruction course. In transition to distance learning, school sites offered various formats for students to continue with their credit completion. Students still have the option of the SAW curriculum and Edmentum curriculum. As students complete their SAW coursework they are assigned new courses in Edmentum. Changes to professional development include intense offerings to teachers who were not as familiar with the online Edmentum curriculum. Changes made to Small Group Instruction (SGI) teachers includes having to have transitioned their Direct Instruction courses over to a Google Classroom format to complete the semester, and some transitioned their students to Edmentum to complete their semester course. All supplies needed to complete course credits have been provided to students. Items such as SAW's, calculators, pens, pencils, and paper have been available for students to pick up at select learning sites. These learning sites were selected based on the needs of students and the availability of staff. Chromebooks and hotspots were borrowed to students who did not have the technology requirements at home to complete their course credits in distance learning. A change made is teachers now maintain student appointments through virtual meetings in Google Hangout sessions as opposed to in person appointments that students have been utilizing prior to COVID. Teachers and students maintain their two weekly appointments either on Mondays and Wednesdays or Tuesdays and Thursdays now virtually. Students who missed their Google Hangout appointments are assigned to support staff who follow-up with absent students in order to ensure that every student has a positive interaction with at least one staff member a week. Students are able to make appointments with tutors and intervention teachers to receive support services during the week. Additionally, SWD continues to meet with their Special Education teacher to fulfill their SAI minutes and work on their IEP goals. Many Special Education teachers are using distance learning as an opportunity to work on transitional goals and soft skills, such as effective communication in a professional environment and time management. The Special Education staff is utilizing Zoom, instead of Google Hangouts, so that the paraprofessionals can provide students services through breakout sessions and still be supervised by the Special Education teacher. Both staff and students receive training and professional development on effective ways to utilize Google Hangout and Zoom.

Learning centers are continuing with social-emotional development for students. Student Council groups are now meeting through google Hangouts for their regular monthly meetings and for weekly virtual games, all supervised by staff. Staff participated in professional development on mindfulness exercises for staff and students. Professional development was also offered for Mandated Reporting during distance learning and virtual student appointments.

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

In the 2019/20 school year OFL BP served an unduplicated pupil (English Learners (EL), Low Income (LI) and Foster Youth (FY)) percentage of 76.87%. Students within our subgroups require specialized services and attention to be successful and it is vital that we provide access to specialized academic support staff (tutors, Math Intervention Specialist, EL Specialists and Coaches, Intervention Specialists, Student Advisors) to support their needs. EL, LI, and FY students need specialized instructional interventions that work toward mastery of standards aligned instruction. Our unduplicated students will be provided with the support and interventions necessary to develop and strengthen academic skills.

Many Low-Income and Foster Youth students have limited access to a healthy meal per day. When basic needs, such as nutritionally dense food are lacking, especially for our LI and FY, they are not able to perform as well in school. Meals offered via the National School Lunch Program will provide nutritionally balanced, low-cost/free lunches to all students.

OFL BP serves at-risk students that are in need of academic recovery. We will be providing students with resources such as textbooks, workbooks, other course materials, technology, and educational software, to ensure that there are no obstacles inhibiting full engagement in coursework. Especially important for our FI, LI and EL students, as many of them do not have access to such technologies and resources outside of school. In order for students to access intervention support services and resources, they need access to these materials to support their academic success. Since our curriculum and coursework expectations are the same for all students, it is necessary for them to have access to basic resources in order to complete coursework and assessments. We will continue to provide individual student resources to ensure that our subgroups of students can actively engage in their coursework. OFL will provide social emotional development opportunities through school groups, student leadership, local field trips, and school functions. Not only do these opportunities provide an excellent platform for social emotional development, but it strengthens the student's relationship with the school and staff to increase retention.

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

As a non-classroom based charter school serving grades 7-12 in an independent study learning environment, the transition to distance learning was a smooth process for the LEA. Students had various curricular options to complete their credits. Students have the option to complete their credits through our traditional Independent Study curriculum of Student Activity Workbooks (SAW's) and textbooks. Students are able to drop off their SAW's at select learning centers and complete their summative assessment through our Student Information System, StudentTrac. As students drop off their SAW's at select learning centers, they are also able to pick up any supplies needed to complete their coursework, such as pens, pencils, calculators, and other supplies. Select learning centers are staffed by a minimal number of staff who are comfortable being in the center for student SAW drop off and supply pick-up wearing appropriate PPE, and maintaining a safe distance from others. Students can also choose to complete their credits through our online curriculum via Edmentum. Students who required a chromebook to complete their credit based coursework through our online curriculum platform, Edmentum, have been provided a school chromebook. Students have been given multiple free resources for internet providers. Students who were unable to access free internet providers have been provided hot spots from the LEA. All staff participated in robust professional development for Edmentum and Google Suite, in order to provide a successful distance learning program. Google voice was acquired in order for staff to be able to call students who are missing their virtual appointments without using their personal phone numbers. SWD continue to receive appropriate services to work towards meeting their IEP goals and fulfill their SAI minutes. Zoom is utilized to provide services in order for paraprofessionals to work with students in break-out sessions. All

SWD received DLP letters to outline distance learning services. Designated EL instruction has also transitioned into virtual meetings and Google classroom instruction.

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 serving grades 7-12 in an independent study learning environment, the LEA is continuing to offer pre-packaged lunches and “snack packs” in multiple school sites. Lunches and snack packs are served in a “grab-and-go” format where staff wear appropriate PPE equipment, remain at least 6 feet away from a student, and have no physical contact with the student. The grab-and-go lunches and snack packs are provided to students, their siblings, and their parents.

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  
May 2020