



## COVID-19 Operations Written Report for University Preparation Charter School at CSU Channel Islands

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.

On March 13, 2020 Ventura County Schools made the decision to close schools for the week of March 16-20 due to the COVID-19 pandemic. UPCS immediately deployed enrichment activities via our website and home-school communication platform, ParentSquare. On

March 18, 2020 we notified families that the school closure was to be extended to May 4, 2020 and that we would be engaging in formal distance learning starting March 30, 2020. On April 1, 2020 families were notified that the closures were extended, once again, until the end of the 19-20 school year. Beginning March 19, all students were offered school devices to support at home learning and the school assisted families that did not have internet readily available. Prior to formal distance learning, teachers received training in digital communication platforms and a school-wide deployment method was developed. Teaching teams worked together to deploy a daily Google slide deck for students to use as a launching point for each day's activities. All teachers provided a live Zoom session with their students daily as well as deployed daily videotaped lessons covering core subject areas. Social emotional supports and lessons were developed by our school counselor. Teachers provided small group, 1:1, and office hours in Zoom as they deemed necessary to meet the needs of their students. Intervention teachers continued to work with small groups in Zoom sessions. A team of teachers provided small group ELD to students across K-8. Supplemental workbooks were supplied to families upon request for students who struggled with the digital formats. School administration, in collaboration with faculty, developed teaching expectations which continued to evolve during the closure. Teachers continued to receive professional development as needed to enhance teaching methods and expand student learning opportunities through distance formats. UPCS created a network utilizing classified staff to support families that were not attending live sessions and/or completing work. Each team of teachers had a point person to assist with contacting families to troubleshoot challenges and encourage engagement. Families were able to exchange technology and/or receive technical assistance as needed. Families were provided with opportunities to engage in School Board Meetings, School Site Council Meetings, PTSA meetings, Step-up orientation meetings, and Charter Renewal input meetings all via Zoom.

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

#### English Learners

A team of teachers provided smaller group zoom sessions for designated ELD services which were organized by proficiency levels in grades K-8. Classroom teachers continued to utilize integrated ELD strategies when planning distance learning across all academic areas. Teachers provided extra assistance, as needed, to English Learner students. Recent arrival students were provided with access to Rosetta Stone to assist in English acquisition while in distance learning. The school was sensitive to provide necessary support to English Learner families by utilizing support staff to assist with technology needs and translation as needed. The school's home-school communication platform allows for automatic translation of all home-school communications in the language of choice by the recipient.

#### Foster Youth and Low-Income

Intervention teachers facilitated small group Zoom sessions for students identified as struggling academically by the regular classroom teacher. The school addressed access barriers for families by providing all students in need with a school issued device and by assisting families with internet access. Students had access to many different learning programs designed to meet students' needs at various levels of learning. The school counselor deployed videos in daily slide decks that were age appropriate and focused on the challenges kids were facing with social distancing, school closure, and the fears many were feeling due to the pandemic. Teachers did regular check-ins with students and made referrals to the school counselor and support team as they deemed necessary. The school sent out regular information to parents providing resources on economic challenges, rent relief, food resources, and other assistance. The school's web page and Facebook page also provided educational and community resources for families.

The school established a support network for the teachers where they could seek help from an assigned classified employee, school counselor, and/or administration to help to reachout to families that were not engaging in the distance learning. This network could address challenges the family may be facing and help to get the student engaged in learning.

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

While this situation was completely unexpected, UPCS was able to pivot quickly to distance learning. In the first two weeks of school closure, students were provided with many enrichment opportunities and activities online and devices were distributed to all students who requested. During this time, teachers received training in online teaching and learning. Formal distance learning launched on March 30th. UPCS made a strategic decision to deliver the daily lessons utilizing grade level slide decks. Using a common platform across the school provided consistency for parents assisting children at home. The slide decks were designed to guide students through the opportunities, activities, and assignments for the given day. UPCS strategically scheduled the grade levels Zoom sessions at different times of the day to support internet connectivity in homes that may have multiple students. We were also aware that living conditions for some families may not accommodate for multiple “quiet” places for several children to be working on a live Zoom at the same time. Students in grades 2-8 utilized Google classroom, FlipGrid, Nearpod, Padlet, and Jamboard for completing, submitting, and receiving feedback on assignments. Students received instruction in both asynchronous and/or synchronous lessons with their regular classroom teacher, the school counselor, science lab coach, and PE teacher. Students had a minimum of two prerecorded lessons and 1 live Zoom session (2 for middle school students) daily with a teacher. Teachers met daily with students in Zoom to provide instruction and to support the social emotional needs of students. We prioritized personal connections with teachers and the opportunity for students to interact with peers as students struggled with feelings of isolation. The school counselor provided asynchronous lessons focused on the social emotional challenges students were facing while social distancing and being away from school and friends. She also created a calming corner for all to use. We realized that while students were present in Zoom sessions they were not all engaging. We added some teaching platforms that allowed for and motivated students to participate creatively and in real time. We also utilized classified staff to support teachers in Zoom sessions and supervise “breakout” rooms where students could work in small groups to share and develop ideas collaboratively. We also engaged students in fun community building activities through our daily UPTV messages. We had a competed in a county and national math competition using SumDog. We placed 1st in Ventura County and 2nd nationally. We also held a talent show and did a cooking challenge among other activities launched schoolwide. Teachers participated in ongoing professional development in various presentation, demonstration, and activity platforms to improve online instruction. As needed, students received 1:1 or small group intervention. To support teachers we held weekly grade level Zoom sessions and a weekly full staff Zoom meeting. We provide professional development opportunities throughout the distance learning period as we worked to make continues improvements and enhance the learning experience for our students. Administration was able to sit in on many teachers Zoom sessions to provide support and to connect with students. We are offering a K-8 summer school program utilizing an all distance learning model. As we plan for some continued distance learning in the fall, we surveyed both families and teachers on distance learning. Input recieved from the survey as well as national, state, and local guidance will be used to design the best learning experience for all students in the 20-21 school year.

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

As a charter school, UPCS contracts meal service with our authorizing school district, Pleasant Valley School District. Pleasant Valley School District provides 2 meals a day for students with a "grab and go" service delivery method. We have some students that do not live in the Pleasant Valley School District so we made sure our school families had the information necessary to access the meal distribution location closest to their home. Most of the local districts moved from a daily meal distribution to a once or twice a week delivery method. UPCS sent regular updates to families as these policies changed in local districts. We sent meal information out via our home/school communication platform, Facebook, and our website.

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

Information regarding childcare for essential workers was distributed to families via our home/school communication platform, Facebook, and our school website. Summer program options for families at Boys and Girls Club of Camarillo was also sent out via various platforms. We are working closely with local agencies to explore childcare options for families in the Fall.