

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 Bernardino	Ileana Arroyo - Principal	E: iarroyo@ofy.org P: 909-531-3015	June 10, 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.

Being a non-classroom based school helped ease the transition tensions of moving toward distance learning, but still presented challenges for our students. In order to mitigate those challenges, we took a comprehensive approach to meeting students' needs in a virtual setting. We have followed all CDE guidelines and recommendations for general education students and students with disabilities as we continue to offer access to instructional support and special education services during distance learning. Students have access to an independent study curriculum. They are able pick up and drop off of physical work at our learning centers and may access curriculum through our online learning platform, Edmentum. Teachers are available for one-on-one support through online meeting platforms and have created digital resources to assist students through the independent study curriculum. Small Group Instruction teachers are meeting virtually and continuing in small groups and one-on-one tutoring support with the students as needed. In response to the distance learning transition prompted by COVID-19, all students have access to a curriculum that best fits their needs to complete work at home and have been recommended resources for low or no cost internet services. Depending on each student's situation, they will receive work through packets or online courses. School psychologists are seeing students virtually and via phone appointments to meet the requirements of IEPs for students with disabilities and provide any necessary crisis interventions and threat assessments. We recognize the challenging times faced by both students both social and economic due to the COVID 19 pandemic. With this in mind, our Postsecondary Counselors are also available for virtual or phone appointments for general education counseling services.

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 OFY San Bernardino served an unduplicated pupil (English Learners (EL), Low Income (LI) and Foster Youth (FY)) percentage of 85.05%. It is vital that we provide specialized academic support staff (tutors, Math Intervention Specialist, EL Specialists and Coaches, Intervention Specialists, Student Advisors) to support student needs. EL students have access to highly qualified and fully credentialed teachers who can apply appropriate instructional strategies for their success. Highly qualified, trained, and fully credentialed teachers will bridge subject matter content and students' skill levels.

An intervention plan addresses the areas of highest academic need for EL and FY students. LI, EL and FY students do not have resources for additional support to bridge the learning between school and home, and require specialized interventions to complete assignments at home. Benchmark assessment

data provides us with a snapshot of student achievement and growth throughout the school year. Utilizing RenStar Reading assessment Lexile data for EL students to address instruction and interventions. Accelerated Math, Freckles, Direct Instruction classes are used for unduplicated students who are performing below grade level.

CTE exposes students to workforce experience. College and Career Readiness ensures unduplicated students have the information to succeed in secondary and postsecondary settings. Offering EL, LI and FY students multiple ways to access resources for academic planning and have conversations about academic progress improves student and parent/foster connectedness. Hosting stakeholder engagement events provides more options for parents and students to engage with the school.

Many of our LI and FY students have limited access to at least one healthy meal per day. When basic needs are not met, they are not able to perform as well in school. Meals offered through the National School Lunch Program provide nutritionally balanced, low-cost or free lunches to all students. To reduce absenteeism, we assist students with public transportation and spirit wear to promote belonging. FY students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities and monitor their social emotional state. When FY and EL students have access to interventions and supports uniquely tailored to meet their needs, they are more likely to find success across content areas and gain skills required to complete work independently at home.

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

Our non-classroom based program model affords our students flexibility through the design of our program and availability of independent study coursework. Instructional staff members are available to facilitate independent studies courses, provide intervention support and tutor virtually each day, during normal hours of operation: 8:00 am to 5:00 pm. Small Group Instruction teachers have made themselves available for tutoring through virtual meeting platforms; some teachers have continued to work with the whole class virtually while others have strategically grouped students in order to appropriately differentiate and to maintain rigor and course integrity through distance learning. In order to remain flexible and sensitive to each student's new at-home schedule, Tutors and Substitute Teachers are also available on-site by appointment only for students to be able to pick up more work or get hands on support. In order to support instructional staff so that they are able to meet the needs of all learners at this time, the LEA has provided access to professional development opportunities related to educational technology and instructional best practices for virtual learning. This professional development has included training on Edmentum digital curriculum, various virtual meeting platforms, and virtual instruction tools, among others. Our Professional Development Team and internal staff have created trainings for our teachers based on what we see our staff need. We are also offering supplies that students may need for optimal learning outside of school. These items include calculators, pens and pencils, notebooks, highlighters, post-its, etc. Postsecondary Counselors are working with all seniors to provide remote community service opportunities as well. English Learners and Students with IEPs are meeting with their teachers twice a week to ensure they are being supported.

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

Our Charter recognizes the economic impact of COVID 19 and that many families have lost income or are working fewer hours. Some students who were helping support families with retail and entry level work have also lost jobs. Minding the required safeguards recommended by the CDC, OFY-SB has partnered with our authorizing district (SBCUSD) to ensure our community is provided with meals every day. SBCUSD is providing daily meals to all San Bernardino City students; including ours. During SBCUSD's Spring Break, OFY-SB took over this responsibility and gave out over 1,000 meals each day for

two weeks. We were able to serve all the students in our community during SBCUSD's Spring Break. OFY- SB offered 500 breakfast meals and 500 lunches Monday- Friday from the hours of 11:30am-1:30pm,

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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