# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| North Oakland Community Charter School (NOCCS) | D.M. Kloker, NOCCS Head of School | [kloker@noccs.org](mailto:kloker@noccs.org), 510-655-0540 | July 1, 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.

Upon physical campus closure in March 2020, NOCCS teachers began distance learning through work packets and daily online sessions through Zoom or other online meeting program. The administrative team then created an Access Roster to identify families who were not able to access online learning for reason of lack of access technology or other barriers. The administrative team created a laptop loan program, ultimately loaning out over 50 chrome books, and started calling families who were not accessing online learning.

Families had the option of printing Weekly packets at home or having them printed in the office, which has stayed open 8:30 to 3:30 each day throughout the physical closure of NOCCS. NOCCS mailed and hand delivered numerous packets and computers.

Lead Teachers began hosting One daily live event with the schedule added to a public document. Teachers also ensured there was something that is accessible at all times (i.e. recording of live event, separate YouTube event, connection to something we are doing). Packets are uploaded each Monday by 8:30 if there is not 100% tech access for students or materials families may need printed.

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

Using the access roster and existing knowledge of our students, the NOCCS administration reached out to every historically underserved student, including our students who are English Language Learners, low-income students, students receiving Special Education services, and students with housing instability. NOCCS did not serve any foster youth in the last school year, so special attention to their needs was not considered. For each of the students previously identified as being historically underserved in public education, the Head of School, Director of Operations, and/or Director of Student Support reached out, first with a phone call and then with a home visit if appropriate. The point of contact worked with the family to determine the most helpful additional support. For most families this involved setting up an additional learning time by phone or video call with one of the assistant teachers in their home language and working on the academic goals most relevant to that student (including but not limited to Special Education goals). NOCCS administration, in partnership with the Family Teacher Organization also provided additional learning supplies and gift cards for acutely impacted families.

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

The Director of Student Support observed numerous online classes and gave constructive feedback to teachers around improving access and the quality of instruction. Further, the Instructional Leadership Team put together a series of professional development sessions on how to best use available technology to include students and increase rigor of instruction. All teachers had their students submit a final project digitally in keeping with the school’s tradition of having an Exhibition Night.

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

NOCCS students had access to the pick up and go sites provided by the Oakland Unified School District and were given numerous communications around how, when, and where to access food in lieu of school lunches, snacks and breakfasts.

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

NOCCS students were not on campus from March 16th through the end of the 2019-2020 school year. Instead, teachers lead daily online classes for students. Given the am

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