

## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
<b>Bert Corona Charter High School</b>	Yvette King Berg, Executive Director	ykingberg@ypics.org (818) 305-2791	[Insert Date of Adoption here]

**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.

All District-operated schools are currently closed due to the COVID-19 pandemic and LAUSD Superintendent Austin Beutner recently announced that school campuses will remain closed through the end of the 2019-2020 school year and through summer 2020. We understand that all charter schools in the District are facing similar challenges and taking similar measures in response to the COVID-19 pandemic, and extend our well wishes to you and your entire school community. Bert Corona Charter High School conducted all classes and course offerings via Distance Learning. All BCCH' scholars had access to Chrome Books on the first day of school. The school worked on assisting families with Wi-Fi connections. All, but one family had access. However, this family lives in a dead zone. None of the carriers could assist in providing the access in the dead zone, even with support of the Mayor's office. BCCHS' aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service.

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

All students including those identified as English Learners, foster youth and low-income students; as well as, students with IEPs are provided the same access to instructional opportunities as general education students.

The BCCHS Ops team made daily calls to parents and students who did not check into their online classes. We (Fuentes and team) divided the student list and each had a regular list of students that were connected with weekly, reaching out to parents for support and clarification of expectations. Calls were very positive and teachers noticed more student participation as classes took place. An important note is that parents were welcoming of the calls, and supported us at home to ensure students are participating in our online learning program. The Ops team communicated to parents that the 10- week report cards were electronically mailed to them. In the process of these daily calls, we are also updated parent emails or cell phones. Both Remind and OneCall were used for mass communication.

### Teaching and Learning.

While this crisis is truly unprecedented, as is the pressure put on schools and families to make educationally meaningful use of the time we must live in isolation, the BCCHS team has responded phenomenally well.

- **Technology** - Every student in the organization had a working Chromebook with them on Friday, March 13th, the day it was decided to shut down the schools. I (Simonsen), in light of the loss of our Tech Support Personnel a week prior, personally worked my way through our Chromebook inventory to test machines and chargers so as to swap out failing computers and chargers with students before they went home that day. Only 2 students have had to come for additional tech support since the shutdown, and those machines were in their 5th year of service.

- **Connectivity** - All but 1 student (validated as of 3/25) found a way to secure Internet access at home. I am printing materials, gathering novels and textbooks, and providing them to the student's mother so as to minimize contact between staff and families. We had several families (less than 5) who had been out of communication since the shutdown started, so we cannot determine their situation until this communication is restored, and the Ops team is working on this daily.

- **Curriculum** - All students worked from the Google Classroom platform. It is comprehensive in its design, so that new material was introduced via attached articles, specifically designated textbook or literature reading assignments, videos, or links to online content. The team continues to use Achieve 3000 (reading), IXL and Khan Academy (math), PhET and Gizmos (Biology and Chemistry), DuoLingo (Spanish), Quizizz (all content areas), and SFA (EL Reading), in addition to many, many other creative, rigorous, and robust content delivery formats.

• **Instruction-** Teachers met with students between the normally scheduled school day time-bookends (8:00 a.m. to 2:10 p.m. on Monday, and 8:00 a.m. to 3:45 p.m. Tuesday through Friday). “Attendance” was taken through a daily Google Sheets tracker. Some of the instructional guidance was provided by online videos that the staff has created, some through live Google Meets, and some through Google-doc chats. Teachers are also leveraging the myriad of tutorial videos already available online for anyone to access. Students were followed up with email messages asking for clarification and assistance. In addition, resource supports both push in and pull out Google classroom supports. All SPED Service providers pre COVID were provided support. All BCCHS’ students with IEPs were able to receive small one to one support through distance learning. The SPED team at the high school was able to engage their students with high levels of trust and the students attended lessons. IEPs thus far have continued to be held through the Google Meets platform

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

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

All students participated in LAUSD GRAG and Go located on the Maclay M.S. Campus and at Sun Valley Alliance Charter School. Our families are located between both schools. A third Grab and Go in such a small radius was not feasible. All Grab and Go meal hubs are listed on the ypics.org website

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

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