

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Monseñor Oscar Romero	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 would 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. Monseñor Oscar Romero conducted all classes and course offerings via Distance Learning. All Monseñor Oscar Romero scholars had access to Chrome books, 12 families reported they needed computers due to sharing with siblings in the home. All students without technology were provided instructional packets and direct teacher support by phone and pictures of work submitted is monitored and graded. The school purchased hot spots for families and purchased additional hot spots for these additional families in need of computers. One hundred and twenty-five (125) additional computers were purchased as needed to ensure that all students had full access to technology and instruction.

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

MORC delivered high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. All students and those identified as English Learners, foster youth and low-income students; as well as students with IEPs were provided the same access to instructional opportunities as general education students.

Instruction

Teachers continued to employ online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged with distance learning. Within the last ten weeks, teachers have particularly gotten proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to continually assess student progress towards mastering daily learning objectives. Peardeck was used to collect **real-time formative assessment data** for the remainder of the school year.

Teachers used a suite of Google tools, including Google meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers have support from colleagues through Monday, grade level and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides' call home daily to follow up with families of students that have missed a class period, or are absent for the day. The purpose is to check-in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Monday's. Think Together, YPICS after school provider, created virtual afterschool support between 3-6. And, all YPICS students had access throughout the day to Luminaries Counseling Services.

Communication with Families

We held a YPICS-Wide **"Cafe con los Directores"** during April, using the platform CrowdCast. This was an opportunity for parents to ask questions to all YPICS leaders and also to ask parents to recruit other families who are looking to enroll their students in grade 6 or 12th next year. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Additionally, several parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school-year.

Staff Communication

Staff continued to meet 3 times weekly on **Google Meet** to check-in, receive updates, and share success stories and challenges! Last Monday (4/20), YPICS middle schools' ELA and Math teachers attended an online session with **iReady** representatives to ensure

that they are fully equipped to utilize all components of the iReady online suite. Next Monday (4/27), YPICS Middle school teachers received training from representatives from **NearPod and Flocabulary**, in order to enhance formative assessment, engagement, and literacy instruction in all classes.

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

All MORC scholars had access to Chrome Books and teachers using distance learning technology, strategies and support. The school had to work on assisting families with Wi-Fi connections at their homes. Monseñor Oscar Romero's 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 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 Berendo M.S. Campus. All Grab and Go meal hubs were 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.

The Monseñor Oscar Romero team made daily calls to parents and students who checked into their online classes. MORC's staff divided students list and each had a regular list of students that they connected with weekly, reaching out to parents for support and clarification of expectations. Calls received were very positive and teachers noticed more student participation as time went by. An important note was ensuring that parents were welcoming of the calls and support offered at home to ensure students were participating in our online learning program. The MORC's team also communicated with parents that the 10- week report cards were electronically mailed to them. In the process of daily calls, we are also updating parent emails or cell phones. Both Remind and OneCall are being used for mass communication.