

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Bert Corona Charter MS	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, and extend our well wishes to you and your entire school community. Bert Corona Charter MS conducted all classes and course offerings via Distance Learning. Bert Corona Charter MS scholars had access to Chrome Books. An additional one hundred and twenty-two (122) devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Bert Corona Charter MS 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.

Bert Corona Charter MS 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.

Teaching and Learning.

Tier I Supports - Student/parent is responsive to calls and student is completing assignments

Large Group- Direct instruction to a cohort of learners or in a flipped classroom model using Google Meets . Tutors called the student/parent to “check in” and provide support with academic questions. Remind messages were sent weekly with information about what was happening at BCCS and new resources available to our families and community.

Tier II Supports - Student/parent responded to calls; however, students not completing assignments Small Group Sessions- Teachers and tutors held small group academic support sessions. Students were targeted based on need.

Teachers held “office hours” for students to ask questions or connect with the teacher.

Teachers called students/parents to “check in”, encouraged students to participate in Google Meets sessions, and provided support with academic questions.

Teachers and tutors send emails to students as reminders.

Students were invited to participate in small group counseling and mentoring opportunities.

Tier III Supports - Student/parent who were not responsive to calls and students not completing assignments Administration called home to speak to parents to identify needs and connect families to the appropriate resources.

Students were connected to counseling services from our outside provider

Teacher and tutors setting up one on one meets or calls.

Computers were distributed; Internet access is still being negotiated. (More families are requesting internet access)

Instruction

Teachers employed 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 have access throughout the day to Luminarias Counseling Services.

Communication with Families

BCCS 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.

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 Bert Corona Charter MS scholars had access to Chrome Books on the first day of school and had access to teachers, staff and needed resources. The school had to work on assisting families with Wi-Fi connections at their homes. Bert Corona Charter MS 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 Montague Charter School 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 Bert Corona Charter MS team made daily calls to parents and students who checked into their online classes. Bert Corona Charter MS' 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 Bert Corona Charter MS' 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.

The staff communicated using Google Meets and Slack. BCCS moved away from two a day meetings: to one per day: to three meetings per week. Meetings were 15 to 30 minutes long and focused on keeping staff updated about important actions happening at the national, state, local, and organization/school level.

Professional development, planning and time for collaboration was held on Mondays. Staff became more and more comfortable using technology to support distance learning. The primary tools used were Google Meets, Classroom, Gradebook, and Voice. Staff is using additional programs/applications like Jamboard, Peardeck, Flipgrid, Khan Academy, Kahoot, Quizizz, padlet, Screencastify, in addition to iReady, and Achieve 3000. Mr. Bradford and Mr. Rios have lead the effort at BCCS to support the staff to find, adapt to, and integrate the tools they need to support our learners. Staff was given time to collaborate with grade level teaching partners, tutors and RSP teachers.

