

COVID-19 Operations Written Report for Charter Oak Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

In response to the COVID-19 pandemic and following the recommendations from the Los Angeles County Office of Education (LACOE) Superintendent, Dr. Debra Duardo, Charter Oak Unified School District (COUSD) dismissed school from March 16 to April 5. COUSD's originally scheduled Spring Break was calendared for the week of March 30-April 3; therefore the initial school closure was planned for a two week duration and a vacation week thereafter. COUSD's administrative team monitored the ever changing information and guidance from the state and county offices. As recommendations for continued closure were made, COUSD adapted it's plans to comply with the guidance. Communication with all stakeholder groups was ongoing, and as information changed updates were provided to all groups to provide the most up-to-date information. The closure ultimately was implemented in a phased approach with three phases.

Teacher groups collaborated with site administrators and developed enrichment curriculum for students to complete during the closure. Initially, the enrichment packets were developed for each grade level and covered the core curriculum in Transitional Kindergarten-8th grades. In high school, enrichment curriculum was developed by content teachers. The first enrichment packets were available on the COUSD's website and paper packets were disseminated by district administrators in a drive-up distribution setting on March 17th; thereafter the enrichment packets remained available to families at the site where breakfast and lunches were distributed to families as well as on the district website. Through each phase of the closure, teachers worked through Google classroom to provide ongoing instruction and support to their students. Grade level and content area curricular resources were developed for students to access as hard copy paper packets or online as a download as well. Hard copies of each phase of instructional packets were made available to students. As the closure was extended, a survey was sent to families regarding their technology needs and ability of students to engage in an online platform. In response to the survey, the families with need of technology devices were issued Chromebooks. Individualized instructional materials for students with an Individual Education Plan (IEP) were created and mailed to parents with a letter detailing the changes in services for students during this closure.

Breakfast and lunches were available daily to families in a drive-thru pick up system at the high school campus which is centrally located within the District attendance boundaries. The hard copies of curriculum were also available to families at this location. Changes to the working conditions for employees were addressed in Memorandum of Understandings with the classified and certificated associations. As

much as possible, employees worked from home yet maintained their responsibilities. The district office was closed to the public yet remained responsive to parents and the community. Outreach to families was made through multiple means, direct calls, emails, social media, and district website. The "Let's Talk" application for addressing community questions, was deployed in order to provide timely answers to specific questions stakeholder might ask. This application keeps data and reported that during the closure we were able to respond to 64% of inquiries in one day or less and 32% of inquiries in 1-3 days.

Regularly scheduled meetings at sites and for the district office were transitioned to online platforms. Our administrative team worked to host meetings in a virtual setting and met and addressed the challenges of developing stakeholders' capacity to meet this way. Meetings for students with disabilities that were on the calendar for the first two weeks were postponed and rescheduled to virtual meetings after the initial two week closure. Principals continued to hold staff meetings and other parent meetings virtually, as well. District committee meetings and planning meetings were hosted virtually and professional development for teachers was provided in a group or one-on-one offerings.

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

Access for all students is paramount and has been considered throughout the planned phases of instructional support for distance learning. Individualized support materials were prepared for students per their IEP to the fullest extent possible given the restrictions of distance learning and limited access of some students. Chromebooks were made available to families for students to access online learning platforms and connection to direct instruction from teachers. English learner students have been supported by teachers with additional support of Language Development Assistants (LDA). LDA's have worked with teachers to ensure they connect with newcomer students and provided one-on-one contact to support their access to instructional materials and online learning programs. Rosetta Stone was used as a supplemental support for students at the beginning stage of English acquisition and as well as, English Language students in the early stage of English acquisition. Teachers are using a variety of learning platforms and instructional delivery models to provide differentiated instruction for students through distance learning.

All teachers were asked to maintain weekly records of student contact and participation in instruction; these weekly teacher contact reports were maintained by teachers and monitored by administration to ensure ongoing connection with students. These records enabled administration to identify students who could not be reached, ensuring contact with all students and verifying their safety was paramount. For those students who were unaccounted, parent contact and home visits were made to verify their safety. Ultimately, 100% of COUSD students were accounted for, all students had been contacted and locations confirmed. Due to the pandemic we found some of our district families were forced to relocate; making consistent contact difficult and impossible for some. For families in these situations we were able to connect and identify alternative means of contact, and most importantly verify the health and welfare of the students.

The Director of Student Services and her support personnel have communicated with families the social and emotional resources available to families for various needs, such as social service supports, counseling, community resources, etc. They have also connected with multiple community agencies to provide specific supports to families that have expressed need or asked for assistance. Connecting families with the appropriate resources has been a cornerstone of their work during the school closure. All supports are communicated in English and Spanish to ensure our families are able to access this information.

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

Distance learning materials were developed by teachers of each grade level and of content areas. Materials were developed in phases that were released March 17, April 8 and May 6. Grade level materials were made available online, as well as hard copies that were available for pick up from school sites on designated dates and times, with staff on site to ensure social distancing and to address any questions. A parent survey was sent to families to inquire about their access to internet and tech devices and needs for distance learning. In response to the survey, Chromebooks were deployed to families who expressed a need, each site principal made appointments with these families and made arrangements for parents to pick up devices. All teachers were instructed to ensure they were in contact with each of their students; they were provided rosters in spreadsheets to keep records of students contact.

Teachers utilized various platforms such as Google Classroom, Google Meet, Zoom and ScreenCastify. Professional development was offered to teachers and staff in a variety of settings; groups, one-on-one and self guided tutorials. Teachers worked to develop their own capacity to deliver online instruction and participated in self-paced professional development with online instruction. Teachers employed a variety of methods of instruction, using flipped teaching, small groups, videos, and one-on-one teaching. Teachers used the curriculum online resources to support instruction online, a list of resources and recommended online supports was developed by the curriculum collaboration teams, as well as daily recommended practice. Accommodations for students who might struggle with connectivity was considered and alternative paper and pencil work was part of the phased instruction. Teachers and district staff provided parents support with curriculum and various learning platforms. Specialized services for students with IEP's were delivered virtually by Education Specialists, to the best of their ability. IEP meetings were also held as scheduled via virtual meetings. Attention to students' social emotional well being as well as their academic growth was considered and planned for by teachers.

It was agreed upon that in fairness to students, grades could not be lowered beyond their standing on March 13th, grading of students was adjusted to ensure students were held harmless and the closure did not adversely affect their grades; therefore, grades could only be raised. Teachers made every effort to afford students the opportunities to raise their grades during the closure. In elementary grades, report cards are standards based and it was unfair to issue report cards given the situation. In grades 7-8, teachers did issue grades to students that did not reflect a grade lower than their March 13th standing. In grades 9-12, students were given credit/no credit for their courses, however students were able to request letter grades instead if they so desired. Parents at every level were able to contact teacher for specific feedback and information about their student's academic performance.

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

Beginning March 16, breakfast and lunch were provided to students aged 1-18 at one central location in the District, via drive through pick up. Food service personnel followed guidance provided by the Los Angeles County Department of Health and practiced social distancing and wore personal protective equipment, mask and gloves. Initially meals were provided daily. On April 5, and through May 29, the end of the school year, prepared meals were provided Monday, Wednesday and Friday. Families were provided all necessary meal components for breakfast and lunch for two days (in order to cover Tuesdays and Thursdays).

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

Supervision of students during school closure has not been provided.