

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Options for Youth Public Charter Schools - Duarte	Jennifer Komjathy, Principal	E:jkomjathy@ofy.org P:(310) 363-5586	June 9, 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.

Being a non-classroom based school helped ease the transition tensions of moving toward distance learning, but still presented challenges for our students. In order to mitigate those challenges, we took a comprehensive approach to meeting students' needs in a virtual setting. We have followed all CDE guidelines and recommendations for general education students and students with disabilities as we continue to offer access to offer instructional support and special education services during distance learning. Students have access to an independent study curriculum. They are able pick up and drop off of physical work at our learning centers and may access curriculum through our online learning platform, Edmentum. Teachers are available for one-on-one support to students, through online meeting platforms and have created digital resources to assist students through the independent study curriculum. Small Group Instruction classes are meeting virtually and continuing in small groups and one-on-one tutoring support with the teacher as needed. In response to the distance learning transition prompted by COVID-19, all students have access to Chromebooks to complete work at home and have been recommended resources for low or no cost internet services. School psychologists are seeing students virtually and via phone appointments to meet the requirements of IEPs for students with disabilities and provide any necessary crisis interventions and threat assessments. We recognize the challenging times faced by both students both social and economic due to the COVID 19 pandemic. With this in mind, our Postsecondary Counselors are also available for virtual or phone appointments for general education counseling services as well as Foster Youth support and resource referral services.

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

In the 2019/20 school year OFY Duarte served an unduplicated pupil (English Learners, Low Income and Foster Youth students) percentage of 85.05%. By design, all students complete the same educational offering, students within our subgroups require more specialized services and attention in order to be successful and it is vital that we provide access to specialized academic support staff (i.e. tutors, Math Intervention Specialist, EL Specialists and Coaches, Intervention Specialists, Student Advisors, etc.) to support their individualized needs. Unduplicated students and families traditionally have greater barriers to school connectedness and postsecondary options. By offering multiple ways to access resources for academic planning and progress improves student and parent connectedness. Many of our Low-Income and Foster Youth students have limited access to one healthy meal per day. When basic needs, such as nutritionally dense food, are lacking, especially for Low-Income and Foster Youth, they are not able to perform as well in school as their peers. We are providing meals through the National School Lunch Program that are nutritionally balanced and free to all students. We are also providing nutritious snacks and non-perishable food items to students and families who need them. We are providing students with resources such as textbooks, workbooks, other

course materials, technology, and educational software, we ensure that there are no obstacles inhibiting full engagement in coursework. This is especially important for our unduplicated pupils, as many of them do not have access to such technologies and resources outside of school. In order for students to access intervention support services and resources, they need access to these materials to support their academic success. Since our curriculum and coursework expectations are the same for all students, it is necessary for them to have access to basic resources in order to complete coursework and assessments. We will continue to provide individual student resources to ensure that our subgroups of students can actively engage in their coursework.

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

Our non-classroom based program model affords students flexibility through the design of our program and availability of independent study coursework. Instructional staff members are available to facilitate independent studies courses, provide intervention support and tutor virtually each day, during normal hours of operation: 8:00 am to 5:00 pm. Small Group Instruction has continued through virtual meeting platforms; some teachers have continued to work with the whole class virtually while others have strategically grouped students in order to appropriately differentiate and to maintain rigor and course integrity through distance learning. In order to remain flexible and sensitive to each student's new at-home schedule, Small Group Instruction teachers are also available during virtual drop in office hours and for one on one support by appointment. In order to support instructional staff so that they are able to meet the needs of all learners at this time, the LEA has provided access to professional development opportunities related to educational technology and instructional best practices for virtual learning. This professional development has included training on Edmentum digital curriculum, various virtual meeting platforms, and virtual instruction tools, among others. We are also offering supplies that students may need for optimal learning outside of school. These items include calculators, pens and pencils, notebooks, highlighters, post-its, etc. We are continuing to distribute Chromebooks to all students who need them, so that they may have full access to curriculum and instruction, and continue to build 21st century skills. Postsecondary counselors are working with all seniors to provide remote community service opportunities as well. English Learners are meeting with English Learner Specialists to meet English language development needs through focused instruction and support as well. Likewise, Special Education Specialists are providing specialized academic instruction and related services to students with disabilities, as specified by each student's IEP.

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

Our Charter recognizes the economic impact of COVID 19 and that many families have lost income or are working fewer hours. Some students who were helping support families with retail and entry level work have also lost jobs. Minding the required safeguards recommended by the CDC, the Cudahy school site is open for free disbursement of nutritionally dense fresh and shelf stable meals to students and families in need. The meals are available for pick up between 10am and 2pm, Monday through Friday, to any student or family in the Charter. Any food remaining past the recommended serve date is discarded per USDA guidelines. The Cudahy site is also providing resources for free and reduced cost meals to students and families to meet any of their additional needs at this time. Our Vermont and Koreatown school sites are also offering nutritionally dense snacks and other non perishable items three days a week to all students and families in the Charter. In order to ensure social distancing takes place, students sign up for food pick up appointments; the appointment sign ups are monitored so that all appointments are staggered. Staff members at each distribution site regularly disinfect surfaces and wear appropriate personal protective equipment necessary to keep other staff, families and themselves safe. The Pasadena, City of Industry, Lancaster and Palmdale school sites have provided students and families with local resources for free and low cost meal options in their respective communities. Information was provided both digitally, via email and school websites, as well as in person during curriculum and technology distribution to students.

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

As a non-classroom based Independent Charter School, students typically attend a regularly scheduled appointment of 2-3 times a week for one to two hours each day. The LEA continued to maintain instruction and expectations for all students and only shifted to virtual scheduled appointments with teachers, tutors and counselors. Physical supervision was suspended, once we moved to distant learning to ensure that we met with all CDE guidelines meeting the necessary protective measures for the safety of our students and staff. Because the model of our school is founded on Independent student work prior to COVID, our operations for student supervision did not change.

California Department of Education
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