

COVID-19 Operations Written Report Template

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.

City Heights Prep will continue to remain closed until instructed by authorities that it is safe for our families, students, staff, and faculty to reopen. All students have been provided with chromebooks to take home and complete schoolwork on. Online learning through Google Classroom, recorded lesson plans, Zoom, MeetMe, FlipGrid, Math IXL, etc, have proved effective in reaching and motivating students to continue growing, learning, and connecting. Before closure, staff and faculty worked to print out several weeks' worth of curriculum and distributed it to students, along with at least two books. Throughout the closure, all staff have continued to communicate with families via our communication platform ParentSquare, as well as calls and emails. Several have also taken supplies to the homes of families who have no transportation options. We also consistently alert families to locations and programs through which they can receive free meals for students and parents alike. We have also been intentional about getting resources directly to families. Our intention is to continue to provide learning that reminds students of their previous 'normal' schooling and maintain rhythm and connection.

Internally, we have attended weekly staff meetings. Further, on the day of closure and each month since, the site has undergone deep cleaning and ongoing sanitation while limited access to site has been maintained. We have adopted emergency school closure policies that detail the continuation of provision for students regarding access to school materials. We are also exploring adopting new grading policies. Students and families have access to regular communication, including addressing socio-emotional needs through administration and counselor daily and/or scheduled Zoom meetings. We continue to participate in county meetings and follow county and SDUSD recommendations.

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

All students have been provided with computers and school materials, info and support in connecting to Wifi packages that have become free or economically priced during this time. If students are unable to come to campus to pick up materials necessary for optimal engagement, a staff member will drop materials off at their home. Office hours and Zoom meetings are made available and communicated to students to clarify questions and provide more 1:1 instructional support. Teachers' aides are tasked with communicating with each student on a weekly basis, checking in with families and studies. These check-ins are meant to support the students and families with academics, but also with making sure student has access to high quality instruction. They connect these students with translation, free internet, food distribution points and other Safety Net services. EL CDE webinars have also been made available for educators. Several classes take unique approaches to ensuring these populations of students are well served:

SOCIAL STUDIES:

The transition from in-person education to distant learning has shifted our Social Studies curriculum to the study of major current events, social issues, and the analysis of cause and effect. Students continue

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to use the skills acquired through modeled instruction, collaborative group dissection of primary and secondary sources, development of annotation and analytical skills, and critical discussions via Socratic Seminar to look at current events through a critical lens. These practices continue to support our students in becoming critical thinkers when dissecting current event articles and preparing for debates. Student input has driven the direction of what topics are debated and researched in order to encourage distant learning engagement and assignment completion. It is crucial for our students to acknowledge that they are living during a major historical event and to encourage contemplation of the major systematic changes that will follow.

MATH:

We are also meeting the needs of its English learners, foster youth and low-income students by providing unlimited number of times for students to redo/resubmit their assignments, providing the use of imagery in math lessons, providing sentence starters and providing close captioning in Google Slides. Providing feedback for students to redo/resubmit any assignments. This is an example of the comments posted in Google Classroom. Additionally, in mathematics through the use of imagery and detailed notes. The primary use of imagery is pivotal for students to "see" mathematics. Furthermore, providing sentence starters or step-by-step problems for students to explain their thinking in mathematics. Also, providing relevant examples to connect students to their funds of knowledge.

SCIENCE:

The steps that have been taken to provide a high-quality education in Science classes extends outside of website applications. Students are able to complete assignments using observations from the world around them, viewing teacher created videos of walks in nature that point out real life science phenomena. Resources that are used to assist students are embedded videos of content found in their lesson slides, and the new video conference application Google Meet, which includes captions for emergent bilingual and deaf or hard of hearing students. Students can also interact through a website called Padlet. Padlet is used as a way for students to pose questions and answer the questions of their peers. What I have found most effective for student engagement is offering a variety of assignment types to engage the diverse learners in my classroom.

READING/WRITING/ENGLISH:

Efforts towards assisting EL students in this area have been rigorous. In order to meet the needs of English learners in history, we provide mini-lessons both in the content and in the literacy skills needed to understand the content. For example, students completed a research project on a historical figure. To support our English Learners, they received mini-lesson, graphic organizers, and small group help in order to finish the project. Students are also given the text at a variety of different levels to ensure that all students can access the content. Several broader curricular examples follow:

Writing

- ThinkingMaps, a system of graphic organizers, have been very helpful for organization. Sentence starters/academic language scripts for converting ThinkingMaps into written language are also available and helpful. There are also other collaborative activities connected with converting ThinkingMaps into paragraph form.
- Providing additional guiding questions (and sometimes sentence starters) at various levels on assignment instructions.

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- Graphic organizer documents (with sentence starters or additional guiding questions for each part of the organizational structure) have also been very helpful for larger writing assignments.
- Individualized writing support. To address specific areas of growth for my HS students, I previously maintained a spreadsheet (updated at time of feedback on writing assignments) re: the conventions needs of each student, and periodically referred them to activities related to their specific area of development (such as on NoRedInk or Purdue Online Writing Lab). I did not use that this year, but am planning to move back to this approach next year if time permits.

Reading

- Collaborative Strategic Reading (CSR), a team/collaborative strategy with 4-roles, was used in the past.
- Texts provided at various lexile levels whenever possible. For example, NewsELA editors provide several version of the same article at different lexile levels. CommonLit is another good resource, but doesn't provide this level of flexibility in lexile level for all texts provided. I have also found that some common novels often have a reduced lexile level version available.
- A reading intervention class held once per week.
- Independent reading/book choices at independent reading level (or instructional level if extra support is available), based on data such as generated from running records or other in-house testing.
- Chrome browser plug-ins for text-to-speech.
- Audio versions of texts whenever possible.

Speaking/Listening

- Academic language scripts / sentence starters for Socratic Seminar or other discussion structures

Vocabulary Building

- The Cambridge Learner's Dictionary or another learner's dictionary (such as Merriam-Webster Learner's dictionary) available online, can be very helpful.
- Annotating for clunk words can be helpful (collaboratively via hypothes.is or another collaborative annotation platform). Students can place identified clunk words into a personalized (or shared) unit list on Quizlet for practice.
- Vocabulary.com can be a fun bell-ringer/do-now type activity. It has adaptive features and also offers images for practicing definitions.

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

For CHP students, a primary goal remains reaching them with quality resources so that they can participate in their distance learning without disruption. We have remained vigilant in reaching out to families and scheduling school material pickup days (and drop-offs in cases where transportation is unavailable), as well as working with families varied schedules and preferred days and times.

We have also explored varied pathways for virtual education and opportunities beyond Zoom. One example of this is Kahoot which tests students' knowledge on subjects via entertaining quiz sets. It is able to test both individually and within teams. Google Classroom has been a great tool for connecting with students and supporting them in English and Science. Teachers have been able to supplement the ELA curriculum with graphic novel versions of our literature to support English Learners and struggling readers with graphics to aid comprehension. Screencastify and other screen recording tools allow the students to access lessons and resources any time. Further examples of distance-learning software's follow:

Seesaw- An educational YouTube-like platform for students and teachers. Students create educational videos based on the designed activity using features such as audio recording, live drawing, editing, and other design components. Teachers and peers can provide feedback directly to posted videos on the classroom page.

Desmos - Interactive Math activities designed by fellow educators and Desmos team that align with math competencies. Various activities have engaging features like videos, polls, tables, and interactive graphs. Students can see their peers' responses as they respond to each question. The teacher has the ability to set pacing by pausing and creating a range of question availability. Students are able to log into the activity at any time to complete their assignment. It's also self-paced, so students are able to return to their "slides" at any time and change/fix their answers.

Quizlet - a digital tool that allows students to study anything. Quizlet involves, flashcards, games and learning tools. This tool is used often to review for upcoming quizzes.

Flipgrid - a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. This has greatly boosted socioemotional care and interaction as students and staff check in on one other, post encouraging videos, and reply to messages, while also utilizing it for assignments. Teachers often use this tool to limit screen time for students by assigning projects that only need to be recorded and submitted on Flipgrid, rather than typed out or completed wholly online.

Newsela - allows students to annotate an assigned text at a variety of different reading levels. For example, teachers assigned a text about the role of the President, and students to read the text, annotated it, and then took a quiz. On the Newsela teacher dashboard, teachers are able to see who read it, how long it took them, what levels they read, their annotations, and quiz score.

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Another useful aspect has been utilizing virtual breakout rooms within Zoom to facilitate virtual discussions, providing group PE and circle activities multiple times a week for students alongside offering continued content from all classes in a coordinated schedule that insures against time conflicts.

We continue to pursue weekly PD meetings with review of articles, research and discussions on best practices for virtual learning and reaching students at this time. Lengthy discussions have been devoted to parsing out what has been working and what is no longer functional, as well as conversations pertaining to engagement of families, students, and continually excelling in virtual learning and growth.

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

Since the first week of school closure, we have maintained steady, weekly communication to families regarding where they can acquire student meals as well as general food distribution. In cases where parents or students reached out for more specified information, personally customized messages based on their location and needs was sent to them directly. Following is an example message sent schoolwide. Messages similar to this are posted weekly with updated locations.

Below is an updated list of where families can find freely distributed meals for all students. As a reminder, all youth under 18 years old are eligible to pickup at the following locations (new sites have been added):

Chollas Mead Elementary - 4525 Market St, San Diego, CA 92102
Clark Middle - 4388 Thorn St, San Diego, CA 92105
Cherokee Point Elementary - 3735 38th St, San Diego, CA 92105
Sherman Elementary - 301 22nd St, San Diego, CA 92102
Zamorano Elementary - 2655 Casey St, San Diego, CA 92139
Kearny High - 1954 Komet Way, San Diego, CA 92111
O'Farrell Charter - 6130 Skyline Dr, San Diego, CA 92114
Walker Elementary - 9245 Hillery Dr., San Diego, CA 92126
Farb Middle - 4880 La Cuenta Dr, San Diego, CA 92124
Porter Elementary North - 445 S 47th St, San Diego, CA 92113
Horton Elementary - 5050 Guymon St, San Diego CA 92102
Ibarra Elementary - 4877 Orange Ave, San Diego, CA 92115
Perkins K-8 - 1770 Main St, San Diego, CA 92113
Garfield Elementary - 4487 Oregon St, San Diego, CA 92116
Oak Park Elementary - 2606 54th St, San Diego, CA 92105
Cesar Chavez Elementary - 1404 S 40th St, San Diego, CA 92113
Dewey Elementary - 3251 Rosecrans St., San Diego, CA 92110
Foster Elementary - 6550 51st St, San Diego, CA 92120
Madison High School - 4833 Doliva Dr., San Diego, CA 92117
Encanto Elementary - 822 65th St., San Diego, CA 92114
Linda Vista STEAM Magnet School - 2772 Ulric St., San Diego, CA 92111
Memorial Preparatory - 2850 Logan Ave., San Diego, CA 92113
Clay Elementary - 6506 Solita Ave., San Diego, CA 92115
Audubon K-8 School - 8111 San Vicente St., San Diego CA 92114

Other resources for meals:

The California Department of Education's "CA Meals for Kids" mobile app has been updated to help students and families find meals during COVID-19-related emergency school closures. The app is available for free download through Apple's App Store, Google's Play Store, and Microsoft's App Store web pages. More information about the app is available on CDE's CA Meals for Kids Mobile Application support web page.

The Food and Nutrition Service of the U.S. Department of Agriculture has a Meals for Kids Site Finder page where families can type their address into the interactive map to find nearby sites that are distributing food. It is still recommended to confirm the days and hours of operation listed for a site before visiting it.

The San Diego Food Bank's food distribution programs will continue to serve those in need throughout the duration of the COVID-19 crisis. View a list of scheduled food distributions.

Feeding San Diego is another resource for families facing hunger. Families can receive food at Feeding San Diego distributions throughout the region. Please visit their webpage for information." (Links have been deactivated)

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

Previous to distance learning, supervision of students began at the first student dropped off at school, regardless of how early or late in the day. Our Facilities Manager maintains a constant watch on perimeters of campus while teachers and teacher's aides share supervision in the classroom, ensuring no student is left unobserved. Full campus security cameras have also been installed. During breaks or lunch, the Facilities Manager, every teacher's aide, and additional office staff including administrators supervise all students, especially concentrated at lunch. These vigilant efforts will remain in effect, with improvements and health considerations as CHP takes steps towards allowing students back on campus for the next school year.