

## **Operations Written Report due July 1, 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.**

At the onset of the school closure, BCCHS made several changes both to programs and communications to ensure students continued to have access to high quality instruction and needed resources. We enlisted our Technology Coordinator and Technology Committee to develop strategies and resources to support teachers and students in the transition to online and distance learning. To do this, we provided:

1. A unified Distance Learning Plan developed out of common values and goals for our educational program that included clear expectations and parameters for both teachers and students.
2. A technology resource guide including instructional videos/tutorials and information for faculty to assist in implementing the various tools available to them.
3. IT and equipment support for students and families in the form of Chromebooks for every student, hotspots for internet/wifi access.
4. Unified Google Classroom platforms school-wide instruction to distance learning.
5. School-wide alignment in a do-no-harm policy for fair grading practices and work-load expectations
6. Weekly operations and systems meetings to immediately address any weaknesses in the digital education program and school's operations.

As part of our transition, we also modified our school day schedule to accommodate the diverse needs of our students while they are distance learning. Additionally, we decided to further accommodate our families and our faculty by moving from an 8 period matrix to a 6-period matrix to lessen the workload school-wide for the 2020-2021 school year.

In addition to modifications to our instructional programs, we also increased communications to ensure clear and frequent updates for all stakeholders:

1. Our Principal/CEO provided twice daily updates to all personnel, weekly updates for families, and held focus groups with students to ensure all stakeholders remained abreast of school information and had access to needed resources.
2. We adopted a new communication platform, ParentSquare, to ensure consistent, 2-way streamlined communication.
3. We created a master intervention list to provide targeted support via individual phone calls to students and families to students identified as needing support due to lack of engagement in classes or teacher/self-referrals.

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

To meet the specific and significant needs of our English Learner, foster youth and low income students, we have continued to ensure close monitoring of their progress and we have provided frequent contact via individual phone calls home. Additionally, we have offered instructional and socio-emotional support to these students by connecting students and families to available resources, including meal distribution locations and food banks, TAP cards for public transportation for our homeless students, and technology resources including wifi and internet providers and referrals to counseling and tutoring if students are not doing well academically.

For our English Learner students specifically, we created an English Learner Google Classroom section where the bilingual aides and the EL coordinator communicate with students and inform them of available support. We provide daily tutoring for students to work with bilingual aides via Google Hangouts or Zoom for video conferencing help. Lastly, we have several bilingual aides who are available to support teachers during class times or to provide targeted intensive support to some English Learner students that require more accommodations such as translation of class materials.

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

In order to continue delivering high quality distance learning opportunities, Birmingham has provided technology for students and training and resources for teachers. We provided Chromebooks for every student and hotspots for internet access to families who needed them. In the beginning of the school closure, we frequently monitored student engagement in courses to identify any students or families that may not have access to the internet or working computers. We called each student and family to address their concerns. This included addressing specific needs for resources to access instruction, technology, and wellness resources such as counseling from our psychiatric social workers and available community resources.

Teachers also transitioned to providing instruction both synchronously and asynchronously via Google Classroom and adapted a variety of virtual learning resources such as live Zoom or Google Hangout class meetings, Nearpod, YouTube, Khan Academy, Delta Math, Kami, as well as other platforms to ensure high quality, standards-based instruction continued. We provided training via live and recorded webinars for teachers to utilize features on Google classroom and provide assistance with considerations for distance learning such as encouraging frequent and clear communications with their classrooms, how to create assignments in Google Classroom, and how to provide feedback on assignments.

Our departments met weekly via video zoom conferences to facilitate ongoing communication within content areas. Faculty shared best practices for adapting curriculum to a distance learning framework, establishing clear and reasonable expectations for work and work flow for students, answering questions and addressing concerns.

Teachers adopted guidelines for appropriate levels of work and expectations for students to provide accommodations for families and students who may be challenged with limited or no access to technology or internet, students having to work or provide childcare for younger siblings, and those directly affected by Covid-19 affecting their health or the health of a loved one. Finally, we continued to outreach frequently to families and students via surveys and phone calls home to assess and modify our instructional program as needed throughout the school closure to ensure we are responding to students' needs while still providing high quality instruction.

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

During COVID-19 our Food Service Program has evolved to a grab and go meal distribution location to ensure we continue to provide school meals.

In an effort to establish and maintain social distance practices the following protocol has taken place:

At the start of each shift, the Food Service Director looks for symptoms of illness amongst each employee.

They are also reminded of our commitment to NOT come to work if they're not feeling well or if they feel they have been exposed/compromised with the virus outside of work. Staff members are also instructed to sit apart from each other during their breaks and lunches.

The distribution of duties are also separated by responsibilities; one team prepares meals and the other one distributes the meals.

Staff members must wear masks and gloves every day when reporting to work. Additionally, they continuously and regularly wash their hands during their work shift for a minimum of 20 seconds.

In addition to following HACCP staff members are ensuring the disinfectant buckets are cleaned outside and ensuring the kitchen areas that are used regularly are wiped down after each use.

Tables have been placed in front of the school with prepared meal bags that facilities distancing practices for households seeking meals.

The driver notifies the staff member of the number of meals needed. The staff member then places the amount of meals on the table, steps away and allows for the person to grab the meals from the table.

The process is the same when people are on foot. They are instructed to stand 6 ft away and to signal the number of meals needed.

The staff member then places the meals on the table, walks away and the person is allowed to grab the meal from the table.

This process has resulted in between 2,900 to 3,100 meals provided daily to families.

The health of our students, families and staff is our utmost priority, therefore we are ensuring social distancing practices are adhered to so we can serve our mission to provide student meals. On average 2900 to 3100 meals have been provided on a daily basis.

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

Birmingham Community Charter High School has taken steps to arrange for supervision of students during ordinary school hours through a multi-pronged system of rigorous instruction, two-way communication, access to community and school services and supports. Birmingham's Distance Learning Plan reflects the California content standards, utilizes 1:1 access to Chromebooks, and use of Google Classroom and other virtual instructional tools. Instruction is provided through a plan of synchronous and asynchronous systems. The school provides protected time for class instruction and meetings during ordinary school hours on a daily and weekly basis. Teachers are communicating with students by email and telephone to provide support and clarify assignments. The school is publishing a weekly COVID-19 newsletter for families which provides a list of important school and community operational news updates, open services, community supports and other agency services. An organized school wide system was established to contact all families by phone in order to ascertain the academic, technological, and social-emotional needs of students and to disseminate information on availability of services, community supports and other agency programs. Birmingham also provides daily grab and go meal program where as many as 3,100 daily meals have been distributed. A dedicated section on Birmingham's website also provides an updated list of community and agency services, supports, and programs. Parent surveys and student focus groups were completed to further ascertain students' academic, technological, and social-emotional needs. The process of contacting students and families includes phone access to Birmingham's academic counselors, deans, and psychiatric social workers. Specific counseling via phone is provided to students and families as identified. IT support is provided by the school's technology team which involves the distribution of hot-spots, equipment maintenance and repairs, assistance in securing home based Internet access, and Google Classroom support. For those families needing childcare, Birmingham has directed them to community resources and those offered through LACOE.