

COVID-19 Operations Written Report

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.

St. HOPE Public School 7 (PS7) made the decision to close the school beginning on March 16, 2020. The school’s spring break was scheduled from March 19 to March 30th so the school closed three days early and went to work to make adjustments to instruction and learning so that the school could resume March 31, 2020. Administrators, staff and teachers worked to revamp instruction and school procedures, get scholars and families ready for distance learning, and addressed other changes and challenges due to shelter-in-place restrictions.

The school created a communications web page and an online distance learning hub where all scholars could go to access the materials they needed to engage in learning, including: a complete handbook for scholars/families, training on using Google Classroom and specific information for families of scholars in special education or with 504 plans.

- The school worked with families to ensure that challenges were addressed for all scholars, including:
- **Technology:** The school provided school-issued Chromebook for those families without hardware and worked with families to ensure they had internet access and could navigate the online learning platforms.
 - **Academic:** The school identified and worked with scholars needing extra support and accommodations, whether special education, 504 plan or other students.
 - **Social-emotional needs:** Student Service Coordinators and Deans worked to ensure that scholars and families received supportive services such as Mindful tips, access to counseling services, home visits, and more.
 - **Access to regular meal service:** The school partnered with Sacramento Charter High School to ensure that all scholars had access to adequate nutrition for the remainder of the school year.
 - **Culture and engagement:** In addition to regular check-ins with scholars and families, the school held online promotion ceremonies with speeches, end of year virtual celebrations within grade levels, and a social distancing car parade to end the year.

In addition to the handbook created for scholars, SHPS created staff procedures to assist staff and teachers with navigating the new format and expectations. PS7 held online training for teachers on working with the new online platforms, adapting lesson plans to fit the new methods of instruction and communication, and provided ongoing coaching to support teachers. In addition, teacher grade level and content area collaboration meetings and professional development were conducted as scheduled for the remainder of the school year via video conference.

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

PS7 first addressed the issue of getting scholars ready to move to distance learning by contacting families to ascertain their access to working technology (smartphones, computers and tablets) and internet access. With an unduplicated count over 70%, the majority of whom are low-income, the school worked to checkout Chromebooks and get families setup with internet access. Families of identified English Learners (EL), the majority of whom are Spanish speakers, and any family with a primary language other than English, even if the scholar was not a current or former EL, were contacted by Spanish speaking staff as necessary.

All scholars at PS7 received differentiated support, regardless of their status as EL, foster youth or income status. Teachers and administrators make data-driven decisions about all scholars and are able to provide differentiated supports in the classroom. This did not change when the school closed. Teachers were encouraged to offer additional support for scholars such as live lessons, additional tutoring opportunities, and smaller practice groups to provide differentiated support.

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

Administrators, staff and teachers worked to transform learning to an online platform using Zoom and Google Classroom, create a learning environment and expectations for students and families, and address the needs of each scholar at PS7.

Internet and device accessibility was tracked and monitored to ensure all scholars had access and were ready to resume instruction. SHPS IT staff prepared Chromebooks for students to checkout as needed and the school communicated with families regarding options to obtain these devices as well as internet at home. All students were assigned a Google Classroom account and provided with detailed instructions on how to access Google Classroom and Zoom on a number of devices such as smartphones, computers and tablets.

Once students were setup and ready for online learning, the school addressed expectations for scholars and provided them with guidance on how to engage in distance learning. The 'Distance Learning Student Handbook' outlined: goals, general expectations, grading/expectations for work completion, and suggested daily schedules. The handbook also included expectations for parents to remain engaged with the school and assist their scholars. This was sent directly to families and available on the SHPS Distance Learning website for easy access.

Each grade level (tk/k-8th) was given a grade level specific Distance Learning Daily Scholar Schedules with content and course instruction time, meal times and other breaks, physical education/physical activity time, choice time (with suggested activities such as Khan Academy), virtual office hours and reading time. These were suggested timeframes for scholars to complete their work and engage as necessary. SHPS acknowledged "that everyone's situation is different and want to be flexible during this time as well. We created these schedules to help provide structure and consistency for our scholars while they are learning from home" (Distance Learning Student Handbook).

Teachers continued to follow their grade level common core standards and created daily objective-driven lessons, accompanied by Zoom videos/presentations and other materials to assist scholars in learning the materials and completing the assignments. These assignments were graded and feedback was provided to scholars. In addition, the assignments were used to track attendance/participation.

Every scholar with an IEP or 504 had a meeting held within the first 9 days where accommodations and services were adjusted as needed for the new distance learning format. All scholars continued to have their needs met and received individualized, differentiated support including but not limited to consistent small group sessions, counseling, speech sessions, modified curriculum, embedded accommodations, etc.

Teachers and staff also received professional development and ongoing coaching throughout the transition to online learning. Grade level and content area teams continued to meet to plan, and teachers had expectations for contacting and engaging students and families outside of lessons.

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

St. HOPE Public Schools (SHPS) immediately put in place a plan to serve meals to scholars during school closures. Starting on March 31, 2020, when distance learning began, Sacramento Charter High School (Sac High), began offering breakfast and lunch to students through its Seamless Summer Option (SSO) program. By offering meals through the SSO, SHPS was able to start providing meals to not only PS7 and Sac High students, but any child under the age of 18 who requested meals.

To ensure proper social distancing and sanitation/disinfection practices were followed, SHPS and its food services provider Chartwells implemented the following:

- Meals were available for pickup during every regularly scheduled school day from 11 a.m. to 12:30 p.m.
- Food was only served at Sac High, and not at PS7 as well, to consolidate food services and better manage flow and social distancing
- Families were given two options to obtain meals:
 1. Pickup a prepared meal and sit on campus in designated areas to ensure social distancing while eating
 2. Contactless drive-up food service wherein food service staff placed the appropriate prepared meals on a cart for the family to then remove and drive off
- All food service staff wore face masks, changed their gloves at least every 15 minutes and each cart was sanitized between every use.

In addition, families were notified about the availability of the Pandemic-EBT (P-EBT) program. P-EBT benefits help families in California buy food when schools are closed because of the coronavirus emergency. Children who are eligible for free or reduced-price meals at school were eligible to receive extra food benefits, up to \$365 per eligible child to use on food and groceries. As a Community Eligibility Provision school, all scholars at PS7 were eligible for the program.

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

PS7 put in place a number of practices and procedures to ensure students were engaging in distance learning and generally navigating school closures successfully with appropriate supervision.

- Students in all grade levels were given a Monday-Friday suggested daily schedule to ensure that they set aside ample time in their day to view online content, participate in live class sessions and complete required daily assignments. Built in to these schedules were:
 1. Grade Level engagement/investment times such as weekly live online advisory/homeroom classes every week
 2. Scheduled teacher virtual office hours

3. Free/open time to engage in additional academic support such as tutoring groups, practice groups, additional support for identified students

4. Time to complete online instruction

- Students in all grade levels were given meaningful, objective- driven assignments in content areas that were to be turned in each day. Teachers graded and provided feedback to the assignments and used assignment completion as attendance/participation for the day. Attendance was recorded in Illuminate to provide teachers, staff and administrators with ongoing information on student participation.
- Distance Learning SSTs (student support teams) to create action plans for individualized scholar/family needs.
- Strategic small groups to support with accessing and participating in Distance Learning.
- All advisory/homeroom teachers were asked to contact each of their scholars/families weekly. In addition, daily communication was made to scholars and families over the phone if their scholar did not submit an assignment from the day.
- Both the elementary and middle school had a staff member available during regular school hours to answer the school's phone and work with scholars/families to ensure ongoing needs, such as internet connectivity and technology, were dealt with quickly to maintain student engagement.