

COVID-19 Operations Written Report for California Heritage YouthBuild Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
California Heritage YouthBuild Academy	Cathy Taylor Executive Director	ctaylor@chybacharter.com 530-604-4176	June 25, 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.

In March of 2020, school closures were implemented across Shasta County due to the COVID-19 pandemic, requiring California Heritage YouthBuild Academy (CHYBA) to transition to a distance learning environment. The transition to distance learning necessitated changes in how we deliver services. We surveyed the needs of our students and families so we could support continued learning and meals for our students. We wanted to ensure that all students' needs were met, especially our underserved and high needs populations. The Board and staff met to develop a plan to offer the following services: 1) Distance Learning; 2) Access to Grab and Go Meals through Enterprise School District (our normal meal provider); 3) Childcare for essential workers: referrals since our students are high-school-aged; 4) Reaching out to our most at-risk students to ensure equitable services, and 5) Continue to pay staff.

Following the guidance of Public Health officials, CHYBA began a soft closure. All students were expected to continue to make progress in their online courses and packets. This personalized curriculum was already being utilized but in an onsite format. However, onsite relationships and support are considered essential to assist our students in this alternative setting. Replicating supportive relationships in this distance learning format with daily contact being made by teachers, advisors, and support staff is an ongoing top priority. Nonetheless, the closure has impacted students and families greatly, exacerbating existing inequities and presenting new challenges with a student population comprised of over 90% socioeconomically disadvantaged students. To maintain access to meals for those dealing with food insecurity, the district has continued to provide meals at pre-pandemic levels at various "Grab and Go" spots. Additionally, staff have partnered with local food banks and delivered food baskets to the most vulnerable families.

The impacts on students and families as a result of school closures are significant and ever-changing. CHYBA continues to adjust program offerings to meet these needs. Nonetheless, the funding structure established has caused a significant hardship. Our ADA traditionally increases significantly during the year, so we have been severely negatively impacted by the decision to end ADA collection mid-February.

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

All of our families and students have been impacted by the physical separation from targeted supports and services normally available onsite at CHYBA. Nevertheless, our English Learners, foster youth, and low-income students have been especially impacted by the pandemic and the move to distance learning. To address these needs, staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models with an emphasis on meeting specific needs identified. Staff members have received training outlining the need to continue meaningfully engaging parents/guardians, supporting students in their online coursework, conducting consultations via Zoom, making support available in a variety of formats, and supporting caregivers to deliver instruction at home/group home settings.

These students and families have also been impacted by the isolation resulting from physical and social separation from the school community. To assess needs and facilitate connection, a student/family/caregiver survey has been conducted. The survey and targeted outreach actions were coordinated by CHYBA's Case Manager allowing students/family to receive direct referrals to staff and community services. CHYBA's ongoing utilization of online curriculum, aligned with the standards, augmented by additional curricular resources, has allowed teachers to focus distance learning on key academic outcomes for these student groups.

All foster youth and low-income students continue to receive prioritized case management and referrals to school and community resources. We work with our group home students in a specialized system to encourage student engagement and to support the staff at the group home to meet the needs of those students living in group home settings. English Learners continue to receive similar instructional support and accommodations that they were receiving prior to COVID-19, in addition to the enhanced supports. However, we have very few or no English Learners at various stages throughout the year.

Other strategies used to meet the needs of all students that especially benefit English learners, foster youth, and low-income students include:

Online meetings- Team meetings, Special Education meetings, one-on-one parent/student virtual or phone meetings have taken place to ensure our most at-risk students are being served.

Grab and Go Meals-Students were able to access 2 meals a day 5 days a week. Meals were even offered during Spring Break to ensure our students weren't without meals during the break.

Transportation of Meals/Learning Packets/Chromebooks (for our online curriculum)- Our Student Support Assistants and support staff delivered Chromebooks to students who had internet available and meals to our most vulnerable students/families.

Grading Practices

Our regular grading policies were able to continue during this time period since most of our curriculum is delivered through an online platform. Additional leniency was established during this time to ease the pressure on students and parents and encourage families to promote learning that meets their family's circumstances. We have also ensured that all students will be held harmless for grading during this period of time. Teachers have checked in with their students on a regular basis; with many teachers reaching out to their students

individually. During check-ins, teachers offered tutorials, feedback on projects and enrichment work, or just offered support by listening during this challenging time.

Flexibility in Drop Off and Pick Up of Materials- The school designated a specific location where parents could easily turn-in completed school work and pick up new learning packets. These drop-off and pick-up spots could be accessed at all hours of the day to accommodate student and parent schedules.

Parent Engagement- COVID 19 has become an equity check, reminding us of who needs the most support. We believe this crisis has been an opportunity for us to come together to do and be better for every single one of our students.

Wifi Access/Computers/Lesson Delivery-Sudden school closures exposed the need for our rural and low-income families to have reliable internet services in order for our staff to implement new supports and our students to access Distance Learning. CHYBA quickly transitioned from students attending in person to Distance Learning in a hybrid model of Distance Learning with online curriculum and learning packets. Due to the fact that we utilize this same curriculum onsite when students are attending school on-campus, the curriculum did not have to be modified. However, the close, caring relationships that our student success is based on, was challenged in this new virtual format.

Chromebooks were provided to students that needed a device in order to participate in Distance Learning. However, some students were not able to take advantage of this resource because they did not have internet.

Additional Chromebooks and wifi hotspots were promised, but never delivered. Therefore, since some students and staff had unreliable or no wifi services at home, they were not able to fully participate in this form of distance learning. A check-out system was implemented for the Chromebooks with permission slips and instruction on appropriate use.

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

Distance Learning- Shifting to distance learning required infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery and assessment. Teachers have provided students synchronously and asynchronously daily instruction. The district worked rapidly and diligently with the Shasta COE and Trinity County Office of Education to institute virtual professional development to bring our staff up to speed in order to best meet the needs of the Digital Natives we are teaching.

Special Education Students- Teachers have made every effort to accommodate students with IEPs and 504s. Virtual meetings and one-on-one phone calls have been made to parents to check-in, explain lessons, share sample schedules, and to meet annual meeting requirements. Addendums have been put in place when needed.

Curriculum and tips for supporting students have been sent home to parents by special education teachers. Instructional Aides, Student Support Assistants, and Advisors have been utilized to assist with arranging meetings with parents and teachers. Special education teachers and service providers have made every effort to contact families in order to ensure understanding of the need to transition to a distance learning model for IEP individualized academic instruction and IEP-related services. Special education staff have

made a concerted effort to ensure equity to resources for all students with disabilities, and have designed learning to meet individualized instructional needs with a specific focus on each students' progress toward their individualized education program (IEP) goals. Special education staff has provided an offer of free and appropriate education (FAPE) for every student with special needs. This was done by adhering to the IEP services and supports that were in place at the time of the change to distance learning, as much as possible given the distancing and shelter-in-place directives. CHYBA's special education teacher and service providers continue to monitor and support students and families and hold IEP amendments and meetings as needed to meet student needs and state and federal guidelines. For many of our families, the weekly connections made by the Special Education Teacher provided the much needed emotional support for parents during this time.

Wifi Access/Computers/Lesson Delivery- Sudden school closures exposed the need for our rural and low-income families to have reliable internet services in order for our staff to implement and our students to access Distance Learning. CHYBA quickly transitioned from students attending in person to Distance Learning. Chromebooks were provided to as many students as possible that needed a device in order to participate in Distance Learning. However, Wifi hotspots and additional Chromebooks were needed and promised to CHYBA, but were never received. We were hoping they could be provided to students and staff that had unreliable or no wifi services at home, but this resource never materialized. A check-out system was implemented for our existing Chromebooks, with permission slips and instruction on the appropriate use of the device.

Professional Development- In order for teachers and support staff to transition from the classroom learning environment to a virtual learning environment, expedited professional development courses were offered for the following: Google Meets, Zoom, Google Classroom, Google Calendar, Google Sheets, Google Slides, Google Contacts, etc. We provided whole-group and one-on-one training and distributed videos of various online training sessions.

CALPADS Reporting- Additional reporting has taken place due to the COVID 19 crisis. New codes have been placed in CALPADS for accountability purposes.

Counseling/Social-Emotional Support-Teachers and/or Counselors have called our most at-risk students to check-in with the families and connect them with necessary community resources.

Instructional Aides/SSA's- Instructional aides and SSA's have been used in a variety of ways, including making instructional packets, tutoring students, delivering Chromebooks, packets, and meals to families without transportation, etc.

Communication- We have communicated with families via “all calls” through ParentSquare, text messages, newsletters, meal flyers, emails, updated school and district web pages, personal phone calls, as well as notifications of designated teacher “office hours,” online meetings, schedules of class times, and Special Education meetings.

Administrators and other staff have been on campus to ensure parents are able to connect with us and receive a response from us during school hours.

Social-Emotional Support- Support staff have made additional contacts to our most at-risk and vulnerable students and families to ensure their well-being and to connect them with any necessary community resources.

Grading Practices- Grading continued as usual during this time, but additional support was given to ease the pressure on students and parents and encourage families to promote learning that meets their families' circumstances. Teachers and advisors checked in with their students on a regular (daily) basis; with teachers and advisors reaching out to their students individually. During check-ins, teachers offered tutorials, feedback on projects and enrichment work, or just offered support by listening during this challenging time.

Drop-off spots were placed at the school in a specific location where students could easily turn-in completed school work and pick up new learning packets. These drop-off and pick-up spots could be accessed at all hours of the day to accommodate student/parent schedules. Most of the student work was completed using our online curriculum provided by Odysseyware and Edgenuity.

Graduation-We implemented a “drive-through” graduation ceremony. Staff provided a diploma and gifts for graduates as each family drove through the line.

Tech Support- Tech support has been provided to staff and families on an as-needed basis. New challenges to student privacy and cybersecurity arose during this time and the tech support had to quickly work to ensure our students and systems were secure outside our brick-and-mortar buildings.

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

Our school contracts with Enterprise Elementary School District to provide our breakfast and lunch meal program. During this time period, CHYBA quickly transitioned from onsite meals and provided a listing of all drive-through “Grab and Go” meal spots that were available to support our students and families using social distancing protocols, ensuring our students were fed during the pandemic. Meals were available to be picked up at various school sites and other community spots. For more remote areas, or for our students without transportation, our Student Support Assistants collected meals from the "Grab and Go" sites and then delivered the meals to students without adequate or limited transportation. We also partnered with several food banks to deliver additional "food baskets" to our families who were most vulnerable and isolated, utilizing social distancing practices as these deliveries were made.

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

We have a student population of alternative education high school students. Therefore, supervision of students during ordinary school hours is not a major area of concern. However, some of our students are parents themselves and have their own children who need supervision during school hours. To address this need, we looked to Shasta County Office of Education (SCOE) Early Childhood Services (ECS) because they hold the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to supports for families, R&R provides technical

assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including the SCOE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail. R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families. The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as