

# 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.

In response to the school closures due to the COVID-19 emergency, Oxford Day Academy worked to quickly adapt to a distance learning format starting in the first week of the closure. We built upon the technology components already within our program and developed a schedule and system for continued learning which continues to evolve to meet the needs of our students. We have also worked to continue and where possible to increase supports for students and families—including office hours for academic support, mental health supports, and information on critical resources in the community.

During week one, we ensured that all students had laptops, providing approximately 30-40 laptops based on a technology survey we conducted. We had about 50% of families struggling with Wi-Fi access. We contacted families and assisted them to apply for community programs. We then provided hotspots as needed, approximately 10, to ensure all families had connectivity. By week one, we estimate 80-85% of families had access, and by week two, all families were able to access. We addressed ongoing issues that arose as needed.

Our academic program already featured use of the Google Suite for Education, and this supported our transition to distance learning. We maintained our regular class schedule for students but in distance learning format. In week 1, we rolled out our core classes—math, English, history, and science. Then after spring break we added in electives--Sociology of Education, Creative Writing, Computer Science, and Yearbook. We did not include RTI class or our culture-building class, but we did maintain a schedule of teacher office hours for support. Class resources are organized for students through our website and online learning platforms.

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

In order to meet the needs of our English Learners, foster youth, and low-income students, we have incorporated appropriate practices and supports into our program. We have publicized community resources related to the current pandemic, including legal and financial resources and information—Disaster Relief for Immigrants, Evictions Moratorium, San Mateo Family Strong Fund. We provided technology supports to ensure that all students have the appropriate technology for the distance learning format. We increased the mental health supports within our program to meet the anticipated greater needs in this time.

We hired additional Social Emotional Learning coaches to provide additional academic and social support. We allocated additional time and support specifically for our newcomer English learners. We continued offering our English Language Development course in the distance

learning schedule. Our online learning platforms, IXL and Khan Academy feature content that is differentiated by student skill levels and built-in supports for English learners. We utilize synchronous meetings and interactive online tools to promote language practice in speaking and writing.

As a general practice, all parent communication from the school has been in translation as needed, both from administration and teachers. Support staff supports with translation as needed with both written and calls/Zoom meetings.

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

With time and after assessing student needs, teachers added flexibility to the remote learning program starting in week five of the closure. Supports include flexible due dates and including more activities during synchronous classes so that teachers could assess in the moment. Some classes feature a week's worth of material in a "week at a glance" format so that students know what to anticipate. Teachers added more curated video content and posted collaborative notes, encouraging students to contribute to Jamboard and chat, all these as supports for student participation and engagement with content.

In addition to the academic components of our program, we continue to implement Social Emotional Learning (SEL) and related supports. Our SEL coaches continue their work with students. We increased psychological service availability for students and families. We have also continued student activities. We have held a spirit week, with care packages for kids, for example.

Parent engagement efforts have included outreach to determine needs, extensive resources and school updates listed on our website, and a continued schedule of parent meetings now conducted virtually.

Professional development for teachers continues in the new distance learning format with weekly 90-minute sessions for the whole staff and the leadership team meeting weekly for 1-1.5 hours. We have adjusted the content of p.d. to meet the needs of the current situation. For example, we participated in an online session about how to adapt instruction for a remote learning environment. Our teachers have also completed reflective journal entries with prompts such as "How are you reinforcing critical grade level standards and allowing students to access new content and skills?" Also, "How are you providing specific support for student groups: SPED, EL Newcomer, and less motivated students?" Also, "In what ways has the pandemic and transition to online learning pushed you to be more innovative in your teaching?"

For our students in the Special Education program, we've added weekly additional resource support classes. The site case manager meets weekly with teachers at their request in order to assist in the modifications to and accommodations for curriculum. The special education department has established protocols on adhering to the modified grading policy for SPED students. Our site case manager also continues to hold virtual annual, triennial, and amendment IEPs according to individual student timelines. Student SAI minutes have been maintained and increased to provide an extra tier of support to ensure that students are finding success during this transition onto the virtual learning platform.

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

Our local Ravenswood School District coordinates a meals program at multiple sites, with the closest site less than a block from our school site at East Palo Alto Academy. Meals are offered 5 days weekly, with breakfast and lunch daily. Lunch and dinner are offered on weekends. East Palo Alto Boys and Girls Club is offering dinner Monday through Friday as well. We have publicized these critical opportunities in multiple ways and times for our families, including email and text. We also called families as a follow-up to let them know of the resources. We posted the information on our website under the COVID-19 section. We also provided our parents a spreadsheet listing all known locations for meals offered throughout the County and a list of emergency school food sites throughout the Bay Area.

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

While we were not able to provide supervision directly due to the challenges of social distancing, we have directed our families to resources within the community. We listed on our website the following resources through San Mateo County COVID-19 Childcare Response Team:

Build-Up for San Mateo County's Children

Childcare Coordinating Council (4Cs) of San Mateo County


Childcare Partnership Council of San Mateo County

Community Equity Collaborative

Peninsula Family Service

We also continue to mention these resources at our monthly virtual parent meetings.





California Department of Education  
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