

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
American Indian Public Charter School II	Christopher Ahmad, Head of School Peter Holmquist, Head of School	<a href="mailto:Christopher.ahmad@aimsk12.org">Christopher.ahmad@aimsk12.org</a> <a href="mailto:Peter.holmquist@aimsk12.org">Peter.holmquist@aimsk12.org</a> 510-893-8701	6/16/2020

**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.**

**K-5th**

- Various online learning programs were already purchased and were being used during the school year providing an easy transition to virtual learning.
- Teachers were trained the very first week on how to use online learning platforms such as Zoom, Google Classroom, and Seesaw by teachers who have utilized the platforms in the past.
- Various days were set out to give students their own Chromebook to use at home for online learning
- Teachers created daily lesson plans and learning schedules that parents and students could check and refer to when needed.

**6th - 8th**

Middle School students are both kids and growing in responsibility, so offering as “regular” a school experience as possible was a goal. From the beginning of the “out of classroom” instruction, students have had regular meetings with their homeroom and elective classroom teachers. As the situation of responding to the pandemic changed, all teachers had prepared longer term plans. Students were engaged in online group and individual learning activities with sensitivity for the number of hours “in front of a screen.” Best practices and strategies that worked among colleagues were shared and used. Strategies for SEL - for students and staff were practiced. Check in time and connecting with families about technology needs was also an entry to find out if there were other needs in the home. Teachers, attendance staff, and administrators made phone calls to various families to “check in” on students in addition to the expected systematic responses to absence or missing work



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

- We made sure that 100% of our student population had access to a laptop/chromebook for virtual learning.

- We made sure that every family had access to the internet by providing free internet access through different companies which provided free service in this time of need.
- Virtual ELD classrooms were created where our ELD staff helped students in one on one or small group sessions.
- The English Language Department continued with intervention support throughout distance learning. -ELD teachers continued to teach curriculum and support blended learning with a modified schedule to meet the needs of newcomers.
- ELD teachers and staff were in communication with students and families on a weekly basis. ELD staff met with teachers on a weekly basis to provide EL support.
- Office hours and after-school tutoring were available for all ELs. Emails, phone calls and zoom meetings were made to check in on students progress.
- Intervention logs were created to continue with push-in support or one on one support for core content classes. Core content teachers were asked to recommend any ELs for extra support.
- Used an intervention platform, Booknook, to support one on one and small group guided reading for K-5.
- One on one and small group support were provided for ELs in their core content classes for 6-8.

With the assistance of our District Parent Coordinator, virtual parent training classes, and food / resource assistance opportunities through the Oakland Parent Education fund were provided to all AIMS families. Additionally, Parent surveys also inquired if families were in need of health care, socio-emotional support, or are facing housing challenges. Links to access food and financial resources were posted on our AIMS website, and parentsquare communications from the Parent Coordinator regarding new resources were sent out on a weekly basis.

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

K-5th

- Students were assessed every week to make sure they were keeping up and meeting the standards.
- Administrators would do daily virtual walkthroughs of classrooms to support remote learning
- A requirement was that teachers had to actually teach live for 2 or more hours per day. Teachers had to conduct actual lessons with an introduction, direct instruction, guided practice, and only the independent practice was allowed to be completed off camera.
- Data collection of weekly assessments and monthly benchmark scores were analyzed and individual student performance plans were created for those falling behind.
- Parents were given extra resources to help their children if they were falling behind. Such as practice tests, access to curriculum websites, information to check grades online, and instructions on how to access online platforms and tools.

6th-8th

The Middle School has taken online learning as part of the regular program since Fall 2019. ALEKS, Schoology, Quill, Rosetta Stone and other online resources specific to each subject area were used all year. The transition to all online classes required a deeper dive into those resources, but students and teachers had been exploring their function and use. Quill supports ELA standards, while ALEKS was used to support students needing help in Math.

As part of the transition, surveys were given to all students, and all families to assess their technology resources at home. Teachers followed up with each student to make sure what was said is still what was needed. An additional 80 computers and a few internet contacts were given to ensure students could connect enough and at the right times.

Students in need of ELD or SpEd resources continued to have meetings with those same staff. Online lessons were modified or adapted for students by teachers. The district Counselor continued to meet individuals and groups of students.

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

Our LEA made a conscious effort to ensure and to inform families that we were offering school lunches. We opened our food service distribution site for a week and our families did not come. We decided as a district to not offer meals due to the lack of families interest in picking school lunches. Additionally, we provided resources for our families on our school website and through our Parent Communication messenger “Parent Square” of local food banks and all OUSD breakfast and lunch food distribution centers within Oakland, CA.

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

- While our LEA did not provide any supervision of students during this time teachers/administrative staff checked in with families to inquire about their needs and also to ensure that they were receiving the support needed.
- With the assistance of our District Parent Coordinator parents were surveyed to inquire if families were in need of health care, socio-emotional support, or are facing housing challenges. Links to access food and financial resources were posted on our AIMS website, and parentsquare communications from the Parent Coordinator regarding new resources were sent out on a weekly basis.