

COVID-19 Operations Written Report for Whitmore Charter High School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Whitmore Charter High School	Sarah Olson Principal	apeterman@ceres.k12.ca.us (209) 556-1520	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.

Since schools closed on March 19, Whitmore Charter High School has maintained consistency in providing high quality instruction for all 9-12 students through a variety of digital platforms as well as hard copy materials. Because we are a 9-12 1:1 school, all students were able to take home their Chromebook for use throughout the entire school closure period. For families without internet connectivity, hot spots were distributed to ensure access to distance learning resources. A Technology Help Line was established for families in need of tech support, and Chromebook repair services could be accessed during daily lunch distribution at each school site.

Because the extent of the closure was not known from the onset, four phases of distance learning emerged throughout the closure period. Specific information about each phase was communicated to site administration, school and district staff, and families prior to the beginning of each phase. The phases served as a roadmap for the district during the closure period. In addition to instructional support, students were able to access virtual social emotional support as well as support from the Healthy Start office throughout the closure.

Although Ceres has been a 1:1 district for nearly five years, teachers were still in need of training and support to transition to a full distance learning model. Whitmore Charter has one Educational Technology Specialist that serves as a technology coach, and the specialist helped develop a Distance Learning Ed Tech Plan as well as on-demand Professional Development and coaching for teachers in need. Teachers were to check in with each student once per week at a minimum and were expected to provide one lesson per week per subject. The goal was to continue provided students with instruction and opportunities to reinforce their learning without overwhelming students and families. Because restrictions have not been lifted at this point, 9-12 summer school programs will also be offered in a digital platform. High school credit recovery courses will be offered through the online platform of Edgenuity.

Stakeholder communication has been a priority during school closures. Whitmore Charter began using the Parent Square two years ago, and this served as the primary communication method among the district, school sites, and families. In addition, daily messages were posted on all social media platforms. Superintendent Scott Siegel also produced a series of podcasts focused on different topics to enhance communication from the district. Also, a survey was administered during the months of April and May to collect feedback from families, students, and staff on their experiences during the school closure period. This survey data has been used to identify areas to celebrate and areas in need of improvement this year and for future planning as well, should school closures continue into 20-21. School and district staff continued to hold parent meetings via Zoom as well during the closure, including the staff LCAP stakeholder meeting and District Advisory Council/District English Learner Advisory Council meetings.

District staff has worked closely with the local bargaining units, leadership in other districts, as well as the City of Ceres during the period of school closures.

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

Ceres Unified has provided the following supports and services to English learners, foster youth, and low-income students during the school closure period:

- Breakfast and lunch have been available for family pick-up every day, including Spring Break, and this will continue into the summer.
- Hot spots were made available to any family in need. Also, the district publicized free internet services available to the community.
- The Foster Youth Community Liaison has been in direct contact with all foster youth and families. A Google classroom dedicated to foster youth has been used to communicate with students and families.
- Social emotional learning support was made available in digital platforms to all students.
- The Healthy Start Office remained open one day per week for families in need of medical, physical, or emotional support services.
- Assistant Principal maintained close communication with high school English learner students, with the goal being to ensure that students were able to acquire necessary credits for graduation.
- English Language Development instruction was provided to English learners during the school closure period.
- All District communication, including podcasts, Parent Square messages and surveys, were available in multiple languages.

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

9-12 grade students were provided access to distance learning lessons as well as hard copy packets from the beginning of the school closure period. A Distance Learning Ed Tech plan was developed to provide teachers with support in developing high-quality, age-appropriate lessons for students. Teachers engaged in Zoom meetings with students, pushed out asynchronous lessons through such platforms as Screencastify and Seesaw, and held office hours so that they could be available when needed by students and parents. Digital resources were provided for students to continue reinforcing skills they had already learned. Special education staff continued to provide instruction and support for students as indicated in their Individual Education Plan.

At the direction of the California Department of Education, a board policy was enacted with the goal to "hold students harmless" for grades during the school closure period. High school students who earned anything less than an A in a course during the period of school closure were able to earn either credit or no credit, with the goal being to ensure that students would be given opportunities to raise their grades during the final quarter of the year and acknowledging that students and families were presented with challenges beyond their control during this time period.

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

From the onset of the school closure period, breakfast and lunch meal distribution occurred daily at nearly all school sites and at strategic remote locations in the community. Distribution continued during Spring Break and will continue into the summer at multiple sites. Flexible distribution practices were used so that any parent/child could pick up meals. Drive through pick-up services were provided to maintain safety and convenience for families and staff.

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

Ceres Unified communicated through Parent Square and social media platforms information about available child care at local agencies around the county during the school closure period.