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.

Most aspects of OCHS' regular program offerings have been sustained during the school closure, including but not limited to our robust OCHS Matador student support system, the Check in and Connect program. The OCHS Matador Check in and Connect system is a tier two full service intervention support system that includes weekly check ins with struggling students, one on one and small group tutorials, weekly parent communication regarding student progress and needs and referrals to our bilingual wellness counselor should that level of support be indicated. During the physical school closures OCHS expanded this program as we brought the full resources of our school personnel into this effort. Our tutors, lunch personnel, teachers, counselors and administrators were swiftly organized to provide daily phone calls, wellness check-ins and keep constant communication with our parents. Throughout the physical school closures our teachers continued to offer synchronous teaching and tutorials as well as asynchronous learning opportunities to accommodate the needs and schedules of our student community. Teachers, para educators and tutors utilized small group instruction and provided tutoring for identified at-risk students; our wellness counselor increased her caseload dramatically and created a student friendly wellness instagram page which over 30% of our students follow. Our wellness counselor also continued with our SEL curriculum and teachers ensured that students logged in for those SEL skills focused lessons. Moreover, our college counselors created weekly presentations covering wellbeing, self-care, high school graduation requirements, the college essay and more. They also hosted a popular weekly game hour with students. Our culture coordinator worked with teachers and staff to host regular game nights, spirit week, weekly spirit days and senior night virtual celebrations. We purchased gift cards for our students and they won raffles for showing up to these fun and social events. Additional program offerings include increased frequency of communication with parents through the all call system, translated memos explaining in detail our distance learning plans and updating our webpage with links regarding school events, and supports for our students and families throughout the crisis. Further, we expanded our 1-1 tech program to allow at-home use of school chromebooks, providing hotspot internet access for all students who identified a need for it and use of digital course home pages (Google Classroom) for all classes. Teachers were provided with robust tech support as they made the shift to Google Classroom, rapidly adopted new technologies such as Edpuzzle, Flipgird, zoom, google hangouts and IXL an adaptive online math program and CK-12 for math and science classes. We also instituted a daily student tracker for all students to monitor student engagement and in our efforts to provide responsive and equitable school engagement during the physical school closures. Immediate needs of students were addressed through expansion of small-group tutoring for at-risk students and proactive communication (e-mail, telephone call/text) between school staff and students and their parents. Long-term planning for changes in program offerings in response to school closures include modification of our summer school format to adapt to the digital environment, ensuring any new curriculum to be adopted is suitable for use in a distance learning model, and updating and implementing school safety documents to ensure that student and community health are protected during an infectious disease outbreak.
OCHS provided a robust set of supports to our English learners, foster youth, and low income families. Regular communication with students and families ensured that no students went unaccounted for as we shifted to distance learning. Within the first week of the physical school closures we identified every student who did not access to the technological tools they would need to in order to experience success. Laptops and hotspots were distributed to every student who required one. Parents were called regularly to check in on their student’s progress and to inquire if there was anything they needed. We updated our website with information including meal distribution, EBT cards, and access to community resources such as the Alameda County Food Bank and the La Raza Free Clinic. Our office staff made personal individual phone calls to each family to ensure that they had the support necessary to apply for the EBT program or get connected to the lunch program and food bank. We also regularly mailed home these communications with parents in the three most commonly spoken languages at the school (English, Chinese, Spanish). In addition, families were provided with weekly personal phone calls to update them on student learning progress including information regarding the daily school schedule of lessons and tutoring, weekly assignments for each class, and troubleshoot technology issues as they arose. All students and staff who needed access to an electronic device or an internet hotspot were provided one. Moreover, the OCHS administration team formed a rapid response student support team led by the principal to monitor the daily student trackers, contacts made by teachers and tutors and in the event that a student was disengaged from lessons/assignments, followed by an administrator calling parents, and connecting students and families to resources including added tutorial sessions, wellness counselor sessions, technology support or encouragement to participate in school spirit events. At all levels this contact took place in the family’s home language if necessary. During the school day and late into the evenings OCHS staff provided 1-1 and small group tutoring sessions held in virtual guest rooms for all students who needed additional support. Initially tutorials were held solely during the school day, however due to student demand many teachers and tutors offered nightly tutorials to accommodate student schedules. In addition to access to 1-1 and small group tutoring, English Learners were tracked by and directly supported by a dedicated staff member. The counseling team put together weekly presentations for all students and called to personally invite students who were struggling to attend. Most teachers offered extra credit to students who attended weekly wellness presentations and followed the wellness counselor Instagram page. Innovative means to engage students such as virtual scavenger hunts, teacher Instagram pages, making use of student friendly technology such as Discord and other applications was fully employed to ensure student success.

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

Distance learning for the first three weeks was difficult at local schools and districts did not know we would be out for so long. By the second week into the physical school closures we had adapted and immediately pivoted to an online learning model. We researched synchronous, asynchronous and adaptive learning models as well as researched exhaustively on line learning tools to ensure a strong foundation to our distance learning model and program. Teachers were provided with robust professional development and site based technology support to ensure they were able to use the online tools including Google Classroom, zoom, edpuzzle, flipgrid, discord, C-12k and other online teaching tools. Each teacher was established with a set google classroom for all classes, and we communicated to families through (e-mail, print, web page) from the beginning of the second week of the shelter in place. An early adjustment was made to respond to the needs of our students and we instituted late afternoon and evening tutorials up to 9:00 PM and gave students a full 24 hours to submit assignments to better support student and family needs. Built into the daily schedule are opportunities for student support and tutorials, and synchronous and asynchronous learning opportunities. In order to support our students and families some staff have been re-assigned to provide 1-1 and small group tutoring during distance learning and others were responsible for making daily and weekly phone calls to students and families, while others assisted families and students to troubleshoot and resolve technology (primarily access to) issues. Students and all staff are supported to attend daily lessons through provision of school chromebooks and hotspots for anyone who needs them. Use of the daily student tracker ensured efficient and visible communication between all teachers, tutors, and administrators and provided opportunities for early and frequent intervention for disengaged students. The school has adopted a 4th quarter grading system that is designed to encourage students to continue to engage during distance learning, but which holds them harmless for their transition to distance learning. All classes adopted a uniform policy of two assignments and one assessment per week. Teachers are supported to offer high quality distance learning through shared best practices in a Google Classroom shared space weekly observations and debriefs, coaching, weekly department or grade level meetings, and upgraded access and training in use of Zoom Business and Google Classroom platforms. A spring survey of parents, teachers and staff provided feedback on the school’s distance learning program and will be used to adjust the program for greater effectiveness in the fall, if needed. In order to support students socially and emotionally,
teachers offer credit for our popular Wellness and counselor weekly presentations which included topics specific to their experience of this pandemic, self care, stress management, friendship support, online safety and etiquette, college advising, and many more topics. These presentations were provided as synchronous learning opportunities and offered three times a week, once midmorning, once late afternoon and once at night to assure as many students as possible could participate.

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

The school partnered with Oakland Unified School District to offer families continued access to meals. Families were informed of the availability and location of the meal distribution centers in English, Spanish and Mandarin. Families and students were regularly reminded how to access this and the Alameda County Food Bank program through the weekly personal phone calls. Weekly phone calls to our families enabled our team to quickly identify any school closure hardships so that we could directly address them and assist families to connect to with local relief programs.

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

The school is not currently providing on-campus supervision of students during ordinary school hours. Student engagement in the daily schedule of lessons and tutoring is being addressed by use of multileveled daily student trackers, to which a response team of tutors, teachers, and administrators are assigned. Parents are provided information about available community services in weekly Parent Updates (e-mail, print and web page). During distance learning students are encouraged to access the Counselor’s wellness insta page and the webpage for students and families which provides pandemic-specific wellness support and other supports developmentally appropriate for teenagers. Teachers and tutors continue to be able to refer students of concern to the School Counselor, who continues regular counseling sessions with at risk students. The school has continued its schedule of student community-building activities, including an evening social gathering, and teachers and staff have voluntarily arranged cooperative games and digital spaces for monitored student social interaction each week.

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