

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Oakland School for the Arts	Lisa Sherman-Colt, Executive Director	lsherman-colt@oakarts.org 510-873-8827	June 11, 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.

OSA made the decision to close school on Friday March 13 to give teachers a planning day. We began remote learning the following Monday, March 16th with a new schedule and plan for equity in our online classes. Information was provided to students via the existing Google Classroom, and emails were sent to all families. All academic courses were offered online for remote learning, with live lectures on online platforms. Attendance was taken through Zoom or Google Hangouts by observing students or by tasks which were completed and submitted during the class time. Teachers were given Fridays as office hours, to support and tutor students as needed. We also offered an amended arts schedule for our art pathways, optional fun enrichment courses designed by each teacher with an eye to mental health and maintaining social connections, as well as actual mental health outreach by trained counselors in weekly zoom sessions. Most importantly, we were able to update all IEPs for remote learning in order to remain in compliance with FAPE standards.

To ensure transparency, we engaged in regular surveys of our families and shared out responses and actions at bi-weekly Town Hall meetings on Zoom. We were able to contact 100% of our students and families to ensure a food supply, internet access, and a home computer and delivered any missing components to student homes. We worked with parents as well to ensure understanding of expectations and supports. Finally, we created a grading policy ensuring student grades would not fall below their pre-COVID scores in order to avoid unnecessarily penalizing students for a situation outside their control.

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

Our Designated ELD class has continued operating to support our EL students. To support all low-income students and ensure no one falls through the cracks, we have made direct contact with every single family at school to ensure both a computer and wifi, and have delivered either or both of those to their homes as needed. We have also delivered groceries, grocery gift cards, and store gift cards for other supplies. We have regular Mental Health check ins available online to all students.

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

Technology Access - We are committed to ensuring all students have the technology needed for remote learning. Chromebooks are available for any students that do not have appropriate access at home. Hot spots are also available for students (preference will be given to those who qualify for free and reduced lunch). We provide individual tech support to parents as needed, as well as outreach and follow up to students identified as at-promise through our COST referral system.

Remote Student Supports - Through the continued collaboration among teachers, counselors and administration, we are working to provide individualized interventions for students struggling with academics, access to technology, and health concerns. Students in need of support are assigned a team member as a point person for individualized support, remote check ins, and communication with teachers and families.

Arts and Academics - Our academic and arts class schedule was created to allow to students to meet with each class twice a week. Teachers held additional office hours to provide opportunity for students, teachers and families to meet. Academic support was available Monday through Thursday for small group tutoring and review of assignments. Students had a minimum of three classes each day, Monday - Thursday, with Fridays geared toward teacher office hours. We continued our weekly division and arts meetings for planning, communication and goal setting.

Student Engagement and Enrichment - Advisors have created weekly engagement & enrichment opportunities, to connect our OSA community, make art, play music, socialize, and maybe have some fun.

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

Our district has provided multiple distribution points across Oakland for meal pickups. We have communicated these pickup points to our families and in some cases have picked the food up for them and delivered it to their homes when transportation was an issue. We have surveyed our families three times since SIP began as well as holding bi-weekly Town Halls to determine needs, which helps direct our response. In addition to utilizing district resources, we have delivered grocery gift cards and Target gift cards which ensures menstrual supplies are able to be purchased as needed.

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

We are not offering supervision of students during school hours at our school site due to safety concerns. The Alameda County Social Services Agency has offered referrals for childcare for essential workers, and we have shared this information. As we serve grades 6-12, we received very few inquiries for childcare referrals and have been able to direct all to resources.