

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sycamore Creek Community Charter School	Sarah Bach, Executive Director	sarahbach@sycamorecreekcharter.org , 714-594-3660	June 25 th , 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.

On Friday, March 13, 2020, in alignment with the Ocean View School District and Orange County Department of Education, Sycamore Creek’s Board of Trustees held an emergency meeting to approve a schoolwide dismissal. It was later extended through the end of the year based on state health guidance. By Tuesday, March 17, 2020, many of our classroom teachers and specialty teachers had connected with their students via Google Classroom. Our teachers and staff never stopped working to maintain operations and find innovative methods to create opportunities for learning that would meet each student at their developmental level, provide both a familiar rhythm and continuity of learning, while adhering to the Core Principles of Waldorf Education. The school therefore moved to an online platform and offered 100% of our academic program including enrichment courses such as Spanish, Music, Handwork, Physical Education through distance learning to students using the online platform. Supplies were distributed to families through pick up, drop off or mailed if needed. Families were also offered paper packets when more applicable to the family environmental context. Our program utilized both synchronous and asynchronous learning modality options. Distance learning occurred through a combination of “live” teaching through video conferencing, publicly available audio stories, an pre-recorded lessons. Intervention programs were altered, and staff were reassigned where appropriate to provide 1:1 tutoring and small group sessions to our highest needs students. The special education program continued at full capacity via a secondary customized online platform explicitly designed for special need therapies to be FERPA and HIPAA compliant and provide virtual learning and services. Parents were provided ongoing updates through email by the Executive Director as well as phone calls and text messages when necessary.

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

Sycamore Creek supported English learners, foster youth, and low-income students during the school Dismissal. Teachers continued to embed ELD standards into general education instruction and utilize best practices such as scaffolding to serve the needs of ELL students. Our students were unable to complete the summative ELPAC assessments that were in process at the time of the school closure. Our Executive Director, also our ELD Coordinator, continues to take trainings for ELPAC and CALPADS. Families were offered paper-learning packets regularly through supply distribution processes if they were unable to print at home. Supplies were dropped off or mailed. Community liaisons supported teachers and staff with communication in parents’ home languages if needed. School staff, teachers, and administrators conducted a needs assessment through school surveys, and contacting directly each family via email, phone, and text to determine specific needs related to devices, Wi-Fi, childcare for essential workers, community resources, mental health resources, school counseling, resources for meals, and a

template for letters to landlords for rent relief. A school counselor received intake forms from teachers and/or direct referrals from parents to offer wellness checks for families and one on one counseling if desired.

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

In general, SCCCS does not use computers to provide instruction until students are in middle school. Our administrators and office staff worked quickly to build the necessary infrastructure for distance learning. Between the school dismissal of March 13th and the start date of March 18th Google Classroom was put into place. Along with Google Classroom Zoom meetings were also used in order to provide both asynchronous and synchronous opportunities. Teachers were provided professional development and support on the use of Google Classroom. Our specialty and general education collaborated within the virtual classrooms to provide lessons and instruction. We are extremely impressed and grateful of our teachers' perseverance and adapting to distance learning so quickly. The learning curve for all stakeholders was tremendous.

As mentioned, Google Classroom became our primary educational delivery system and assignment submission system in distance learning. General education and specialty teachers provided both synchronous and asynchronous learning opportunities via the digital platform and used the platform to communicate with students and families and provide feedback.

Our TK/Kindergarten teacher posted daily activities and assignments, self-paced "weekly goals", held weekly "live" story hours as well as a kids' chat "live" session via video-conferencing. She also pre-recorded lessons across subjects including language arts, art, music, and physical education. She also met one on one with every parent more than once and as needed and held family meetings for parents to share concerns.

The 1st/2nd grade instructor posted assignments and interactive opportunities across subjects, including language arts, math, science, arts, and music instruction, held "live" classes multiple times per week via video-conferencing for each grade separately and posted instructional videos daily as well as office hours for students and parents who had questions and review student work, and also held parent meetings to check in with the class families as a whole.

The 3rd/4th grade teacher held multiple "live" class meetings per week as well as office hours for students and parents to review student work and also posted instructional videos weekly. She also held parent meetings to clarify expectations for parents.

The 5th/6th grade teacher held three "live" class meetings for each grade separately along with two weekly office hour sessions to review student work. She also had frequent parent meetings to check in with families to clarify expectations and go over any concerns.

Subject Spanish, Handwork, and Physical Education teachers offered a variety of learning opportunities both synchronous and asynchronous. "Live" Spanish classes were held for 1st and 2nd grade students separately once per week as well as pre-recorded Spanish lessons. Grades three through six accessed pre-recorded weekly Spanish lessons. Students in grades 1st through 6th received pre-recorded handwork lessons weekly along with supplies to engage in the lessons from the school. Our Physical Education teacher pre-recorded weekly PE lessons for grades 1st-6th.

Special education teachers and related service providers considered each student's unique needs and IEP goals when working on distance learning plans. Sycamore Creek has been committed to ensuring that all students have equitable and meaningful access to these opportunities to the extent feasible under the current conditions. When possible and appropriate, teletherapy and virtual services such as speech, counseling, Specialized Academic Instruction, occupational therapy and counseling were provided to students.

SCCCS surveyed families regarding the effectiveness of our distance learning program, reviewed the data, reflected on our methods and practices, and made plans for improvements to our practices moving forward. Overall, our process has been iterative in order to continually adjust to meet our community's needs.

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

As a first year Charter School, Sycamore Creek was exempt from providing meal service and was unable to secure status with the National School Lunch Program in order to provide meals in a timely manner to accommodate students during the school dismissal. We did however send information to families regarding other nearby LEA's serving students and the community during the COVID-19 pandemic non-congregate meal service also known as Grab-n-G. We also shared other community resources such as food banks.

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

Currently, childcare is not provided at our school facilities. This decision was made after staff and administrators researched the possibility of providing on-site childcare within the school at the beginning of school closure. All families were surveyed and contacted individually by our staff. Most families indicated that at least one family member was working from home during the shelter in place order and there was not a high need for childcare services. Based on the local demand from our families and working with the local family resource center and county agencies, it was determined that families would be referred to these agencies during school closure. Families were provided contact information via newsletters. As teachers and staff made direct contact with families, they also could provide childcare resources.

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