

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| The Heights Charter | Diana Whyte, Director | dwhyte@heightscharter.com (619)792-9000 | 6/29/2020 |

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.

Individualized work packets were developed, organized, and distributed to each student. These work packets were supported by the use of Google Classroom, Zoom video conferencing and tutoring, and See Saw videos. Online resources already utilized by our independent study environment were incorporated into the plans to give students a variety of learning modality options.

Google Classroom was used to organize assignments, boost collaboration, and facilitate better communication. Video conferencing allowed multiple participants to receive instruction by teachers using a whiteboard, with audio/video sharing and recording.

While the use of video conferencing is an instructional tool, it was also a means of undergirding the socio/emotional welfare of the students. It encouraged inclusion, a positive culture of participation, the sustaining of supportive relationships, and increased student success.

Laptops were provided to families who do not have electronic devices available for distance learning. Families without the ability to receive internet availability were identified and helped. These families were directed to low cost internet providers.

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

English learners and low-income students, as well as at-promise students were supported by credentialed teachers and support staff through both one-on-one online help and small group online tutoring as needed. We currently do not have any foster youth.

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

Online support using direct instruction, tutoring, and class meetings were held on a consistent weekly basis. Higher level classes, such as algebra, were given online direct instruction and tutoring by credentialed teachers multiple times a week through zoom. Daily/weekly attendance tracking of students participating in all our zoom sessions was recorded so teachers could follow up with students not participating. This information gave teachers the opportunity to follow up with students who might need additional support to ensure the students' continued success.

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

Meals were offered, but no families chose to participate. A listing of lunches offered by school districts in the community were also posted at our resource center.

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 an independent study charter, so this was not applicable to our educational community.