COVID-19 Operations Written Report for Bridges Charter School

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<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
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<tbody>
<tr>
<td>Bridges Charter School</td>
<td>Kelly Simon Director</td>
<td><a href="mailto:kelly.simon@bridgescharter.org">kelly.simon@bridgescharter.org</a> 805-492-3569</td>
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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 March 12th, in light of the Coronavirus Pandemic, Bridges Charter School made the decision to cancel all group gatherings and field trips. We issued a notice to our families to keep their children at home if displaying any signs of illness, and we recognized that some families would not feel comfortable sending their children to school. On Thursday, March 12th, we made the decision to close school for one week without instruction. At this time, staff and teachers prepared for Distance Learning in the event that extended school closure was to take place. We offered virtual enrichment learning opportunities with our classroom teachers specialists for families to participate during this time of closure and we coordinated efforts to ensure that all students would have access to internet, computers, and supplies needed to be successful as virtual learners. On March 18th, we announced that we would remain closed through May 1st, and we shared our Distance Learning plan with families. On April 1st, all Ventura County LEA's agreed to keep their school sites closed through the end of the year in support of mitigating the spread of COVID-19.

As a small, community driven school, we were able to pivot to Distance Learning quickly and ensure access to resources for all of our students. Teachers in grades K-8 transitioned moved to the google classroom setting, providing at least one live classroom zoom session per week, with many offering a live zoom classroom instruction daily, and multiple small group zoom sessions for targeted, differentiated learning for each student every week. In addition, our teachers provided asynchronous video lessons and at-home assignments for all core content areas, and our Art, Music, PE, and Library specialists provided weekly lessons targeted at each grade level. In Middle School, students participated in live and recorded zoom sessions with their four core teachers weekly, and were offered a variety of virtual electives to participate in including Spanish, Makerspace, Electronics, and Contemporary Band.

Teachers also held at least two live office hours per week, and our Administration held bi-weekly parent chats with between 120-200 parents regularly participating in the dialogues.

Throughout Virtual Learning, teachers have provided scaffolded, differentiated learning in alignment with grade level standards to students in all grade levels. They have been tracking student growth and assessing students both formatively and summatively using a variety of assessment modalities. Students have submitted work via video, audio recordings, photos, email, through google docs, on zoom calls, and through online discussions.
Parent communication has also increased. Teachers provide live office hours for answering questions for both parents and students, and are regularly in touch with families via email, phone, and text. In addition, all teachers have continued to send out weekly family emails, but have included daily and weekly checklists to support families in prioritizing assignments.

Letter grades were changed to Pass/Fail with an emphasis on participation, engagement, attendance, and effort. Teachers in all grades K-5 reported student strengths, areas of growth, and academic/social/emotional supports that students need in narrative form on end-of-year report cards.

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

Bridges Charter School serves 415 students and their families. At this time, 6% of our students are identified as English Learners, 13% of our population is identified as Economically Disadvantaged, and 0% of our student population is identified as foster youth.

All staff and teachers prioritize inclusive practices for equity in classroom learning and access to resources necessary to support students from every background.

Within the first week of school closure, by contacting every family directly, we were able to ensure that internet hotspots, computers, language supports were provided to all of our at-risk students. During a drive-thru pick-up day, we ensured that families had all books and material supplies necessary to be successful at home.

Teachers also tracked participation and parent communication so that we could identify students who were not participating. When we identified these families, we would reach out to them consistently with offers of support and to help trouble-shoot problems related to technology, google classroom, and to help prioritize virtual learning expectations. We continually engaged parents in dialogue about Distance Learning and continually gathered information through parent surveys in order to determine where needs were greatest. We adapted our virtual learning programs based upon observations of students in the classroom, qualitative parent feedback, and quantitative survey results.

For our most at-risk families, we designated additional resources in the form of check-ins with instructional aides, translators for parents, and additional intervention services to support student success in virtual learning to ensure that 100% of our students were regularly participating in and receiving high-quality instruction.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.
Our Distance Learning website includes links to all of our teachers’ google classrooms as well as other important resources including enrichment opportunities, curriculum resources for families, and links to access to support services. Inside of each google classroom, teachers include links to virtual playdates, weekly assignments with checklists, links for targeted and differentiated reading and math groups, zoom links for weekly class social-emotional circles, read alouds, recorded lessons from our art, music, library, and PE specialists, and links to our grade-specific weekly art, music, library, naturalist, gardening, and movement clubs. In addition, all teachers posted, and tracked completion of assignments through a personal "grades" tab in the google classrooms where students, parents, and teachers could monitor student progress.

Students who received reading and math intervention before our school site was closed continued receiving intervention services in a virtual setting. In addition, for students that we identified as struggling in virtual learning, we added extra support in the form of check-ins or targeted instruction with a reading intervention teacher or instructional aide to ensure that these students were not falling through the cracks.

For students with disabilities on IEP's, we were intentional about continuing to providing recommended service minutes, and often exceeding the number of service minutes with our service providers through a distance learning platform to ensure that students continue to make progress toward their goals. For students who we identified as not making as much progress, we held IEP’s to discuss Extended School Year services (ESY) to ensure that all of our students with disabilities continue to progress toward meeting their goals.

As a school rooted in Whole Child, and Whole Family learning, we have continued to hold these values as central to our Distance Learning programs. Every student participated at least weekly in circles with their classroom teacher that focused on connection, sharing feelings, games, and community building. Further, students in each grade level had the opportunity to participate in up to 6 different grade-specific virtual clubs weekly for the purpose of play, creative learning, and connection. We utilized our teachers to help us identify students or families who were facing emotional or psychological struggles, and we provided counseling supports or more regular check-ins to support these students and their families. Bridges also offered a free parent dialogue with a Psychology professor from CLU who led a talk and discussion about "Surviving at Home: How Not to Lose your Mind." We have offered free mindfulness twice a week to parents with a certified mindfulness teacher, and we have sought ways to integrate normalcy through community celebration. Just several of these has been our virtual family fun run, and our 8th grade culmination drive-in.

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

Our website directs our families to our local neighboring school districts that provide weekly breakfast and lunch (Grab & Go) meals for all residents of our city and neighboring communities. We have also sent out several emails to our families to inform them of the time and location to get these meals as well as posting on social media. When parents contact us, we also make sure they know of this service.
Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

From the onset of the COVID-19 closure, Bridges has provided information to various resources on our website, see https://www.bridgescharter.org/apps/pages/index.jsp?uREC_ID=1586450&type=d&pREC_ID=1868926. These include access to mental health, emergency child care, homework help, parent support groups, and other local resources. Additionally, we have continued to remain open every weekday during the school day. Office staff is present every day to answer phone calls, respond to emails, or to loan out devices as needed. During this time, we have fielded many inquiries regarding a variety of subjects including access to teachers, distance learning expectations, grading policies, and COVID-19 resources.