

COVID-19 Operations Written Report for Caliber: ChangeMakers Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Leading up to moving into distance learning, our regional education team created guiding principles for distance learning. We identified four criteria for success.

Keep it Simple. Our goal is to use what we already know and do well to plan and execute Distance Learning. We do this by refraining from creating overly complicated Distance Learning plans, and using our core scripted curriculum to drive instruction.

Clear Expectations. We believe all stakeholders are critical to supporting student learning via Distance Learning. We do this by ensuring clarity around Caliber Distance Learning goals; and that all Network Leaders, School Leaders, Instructional Leaders, Teachers, Families, and Students understand their respective role and responsibilities for Distance Learning.

Long-Term Learning. Our goal is to use what is familiar to draft Distance Learning programming that can be deployed at any given moment for any amount of time. We do this by creating clear teaching and learning schedules for each grade band that are both developmentally appropriate and content-specific.

Instructional Excellence. Our goal is to provide Distance Learning that works for parents while maintaining a high bar of instructional excellence. We do this by progress monitoring Distance Teaching and Learning via participation, assignment completion, and content mastery; and responding accordingly to differentiate Tier 1 instruction and provide targeted subgroup support.

These guiding principles we reviewed and aligned across our schools and communicated to our staff, families, and students. We have maintained these guiding principles throughout and they will be the foundation for moving forward in the next phase.

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

ELD instruction and strategies are embedded into Tier 1 instruction with targeted assignments and Blended Learning opportunities. ELL students who have met all the requirements for reclassification are currently in process. Due to the cancellation of ELPAC, students waiting for the administration of the test will be considered for reclassification in the fall.

Special Education is based on each student's Individual Education Plan. Our plan provides for live small group instruction and individual check-ins by our Education Specialists depending on the student's IEP. Teachers both attend zoom classroom meetings in core classes and use breakout rooms for small group or individual instruction. Students with IEPs are tracked on a network document tracker to ensure they are receiving the appropriate minutes and that their IEPs are maintained throughout distance learning.

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

In grades TK-2, 3-5, and 6-8 live Instruction occurs 3x per week, per content focussed on ELA and Math including new content and spiral review. All classes include teacher-student and student-student interactions. In grades 3-8 teachers assign targeted assignments 2x per week per content including Science and Social Studies. Pre-recorded Instruction in grades 6-8, are also acceptable 2x per week, per content including Science and Social Studies.

On Tuesday, March 17 we launched our Distance Learning program using core platforms of SeeSaw (TK-2), Hapara, DeansList, and Google Classroom (3-5). Teachers post daily assignments, give feedback through the platforms and track daily completion. Using this data, we have identified and targeted students and families for additional support through a Student Coaching Program and a 1:1 tutoring option utilizing Instructional Aides, Operations Staff, mental health team, paraprofessionals, PE, and computer science teachers. In addition, Education Specialists have partnered with General Education teachers to develop individualized plans and support in order to support students with IEPs. During the next phase, beginning on April 13, we have added reading intervention programs and small group math reteaching based on identified common misconceptions. In addition, students participate in both live teaching and daily community circles offering opportunities to build community.

Distance Learning websites have been created for each grade that includes easy access to Zoom links, and assignments. Completion rates are monitored by teachers, school leaders, and the School Support Office team weekly. Caliber's participation/attendance goal per week is 90%. Work Completion goals are approximately 70%, based on grade bands TK-2, 3-5, 6-8. Students receive feedback daily in their live zoom classes and through office hours. Families receive a weekly progress report. Teachers create Interactive and pre-recorded Instruction 3x per week per teacher with new content that includes teacher-student and student-student interactions.

We have also made every effort to partner with our families and foster a sense of community despite our distance. This has included:

- Daily video morning messages from our Principal highlighting student birthdays and continuing other traditions
- Weekly posting of Tooltime SEL videos from our Social Emotional Learning Lead
- Weekly Parent University support groups in English and Spanish
- Family Game Nights, Bedtime Storytime featuring teachers and other community events

- Our Caliber Cares Mini Grant Program
- Wellness calls and Academic Care Packages for our struggling families
- Family Resource Webpage
- Sending weekly reports on student progress
- Weekly parent surveys to better understand their needs and our success

We have continued to support our staff including:

- Weekly coaching sessions
- Weekly Staff Meetings and PDs
- Our Caliber Cares Mini Grant Program
- Access to our Mental Health Team
- Staff Survey

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

We are providing meals to any students who need them. We serve "grab-and-go" breakfast and lunch two days per week (Mon & Wed). Families can pick up meals for multiple days at a time to ensure they have what they need (e.g., get two breakfasts and two lunches on Monday and then three more of each on Wednesday). We received approval from the State for this meal pattern under their summer meal service option.

Under our grab-and-go procedures, families are advised to drive-thru campus and stay in their vehicles, to wear a mask, and to unlock their back door or trunk for a meal team member to place food in the vehicle. Staff members wear masks & gloves to protect themselves and the community. In cases where a community member has to walk onto campus, we are practicing social distancing by placing food at a mid-point between the staff members and community members and then keeping 6 feet apart from each other.

While we don't limit meal service to Caliber students (like the District's program, anyone with children under 18 can be served), we believe that the majority of meals are going to Caliber students.

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

Because of facility and staffing limitations, it was unfortunately not practicable to provide in-person supervision of students at our school facility. We did supervise students' participation in the distance learning programs identified above.