

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
College Preparatory Middle School	Christina M. Callaway, Director of School Business	<a href="mailto:ccallaway@mycpms.net">ccallaway@mycpms.net</a> (619) 303-2782	

**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 13, 2020, CPMS closed its campus due to the COVID-19 pandemic. We closed on that Friday and began our distance learning model on Monday, March 16, shifting our students to the continued use (albeit the more exclusive use) of our online curriculum and the google classroom platform. We spent the first 2 weeks of our closure connecting with every one of our 400 student’s families to ascertain their needs and offer resources. We developed a daily school schedule which included morning classes (Live stream and recorded lessons) and afternoon “office hours” via google and LAN school, where teachers are available to work with their students on their assignments (share student screens) and offer targeted help and support. Staff collaborates each afternoon to locate any student who had not been seen/ heard from and contacts are made via phone, email and text message to parents. If teachers cannot contact students/families or if there are other family needs, the administration is contacted and they reach out to other student emergency contacts, make home visits and supply referrals to community resources when needed. As everyone has come to expect from CPMS, our teachers are continuing to maintain high expectations for student work products, and they are assessing assignments that are turned in. We have worked very closely with our tech department to create a safe and secure learning environment for our students and staff.

Parent surveys (at end of school year) indicated that families found their student level of motivation to be the “most challenging” aspect of distance learning; chrome book use and ability to communicate with staff as well as access to school and community supports least challenging for them.

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

As previously mentioned, teachers have been available each afternoon to work directly with their students. We developed a daily school schedule which included morning classes (Live stream and recorded lessons) and afternoon “office hours” via Google Hangout and LAN school, where teachers are available to work with their students on their assignments (share student screens) and offer targeted help and support. Staff collaborates each afternoon to assess any students who had not been seen/heard from and contacts are made via phone, email and text message to parents. Translation services have been utilized as needed to discuss student progress and solve technical problems with parents who speak a language other than English. Our staff knows their students, so care is taken in differentiating support and assessment based on known student goals for progress and their academic needs.

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

First we contacted every family in our school to assess their tech needs. Chromebooks were distributed to those who needed them and students/families were instructed on how to access their google classrooms and connect with their teachers for further support and instruction.

Then we developed a school wide schedule of daily classroom instruction provided by each teacher via the Google platform (Live streamed or recorded lessons). As part of that schedule, afternoon “Office hours/tutorial” were also offered M-Th, where students could “hang out” with all of their teachers to ask questions, work on assignments, see their teachers and other students, share screens for individualized help. Friday morning was dedicated to “Home room” check ins with all students, which allowed staff to check in with how students were doing allow them to spend time with classmates in a teacher led environment, and talk about school wide events/ talent show/spirit week. Friday was also dedicated to the use of our on line instructional platform tied to our ELA/Math curriculum to offer individualized and targeted intervention or extension to continue to build skills in ELA and Math. Students were required to spend 45 minutes working in each area, each Friday.

Continual monitoring of student participation each week and contacts for any missing students, made on a weekly (if not daily) basis.

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

CPMS contracts with our local high school district to provide meals. At the time of our closure the district had set up “grab and go” meal stations throughout our community. We were able to provide all of our families with the location of these meal stations via our website and also via our “all call” system. The food stations were open on the Monday after our closure so food service has been available without interruption for our families throughout our school closure.

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

This option was not practical at the time of our closure. Shelter in place orders made gatherings a violation of local health department orders. We continually provided families with resources for childcare, food banks, health support and other available social services in our community.

California Department of Education  
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