

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Vista Real Charter High School	Corrine Manley Area Superintendent	principal@vrhs.org (805) 486-5449	June 8, 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.

Vista Real Charter High School is a Dashboard Alternative School Status (DASS) school that provides independent study for students who may not be succeeding in a traditional format. Vista Real transitioned from an individualized in-person independent study model to a distance learning model seamlessly in mid-March. The individualized program already had students doing most of their work independently; however, the significant change was in the way the weekly meeting with teachers and tutorial staff went from face-to-face to other platforms. Teachers, tutors, and other support staff reach out to students at least once weekly via various platforms including Google Meet, Google Voice, phone calls, emails, and L4Lconnect. Most students receive work digitally by email or through Google Classroom. Parents and students were made aware of the changes to the program through L4LConnect communications, emails, letters, flyers on campus, texts, and phone calls. Most of our students are socioeconomically disadvantaged, so students and families have been connected to resources for food, basic necessities, health care, as well as employment through other social service providers. Laptops and hotspots (as per availability) have been distributed to students to help address equal access. Counselors are available, as well as school social workers and school psychologists who offer social-emotional support as necessary during these trying times. Students and families choose our program, because it allows them to reach their educational goals using an personalized program that fits their needs and schedule.

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

Teachers with English learners have bilingual support staff to aid in communication with parents and students. We also made paper packets that are instructionally appropriate for English learners with graphic organizers and sentence starters. Additionally, English Intensive continues through Google Classroom. Laptops and hotspots are being delivered to student homes, as some have been unable to make it to the site for pickup. This helps address access and equity concerns. Communications regarding school as well as other resources to aid families during these trying times are translated into Spanish as well. Counselors reach out to social workers for extra support for foster youth. Food, healthcare, mental health support, and employment assistance are offered to all students through community partners such as Food Share, Department of Rehabilitation, VC Behavioral Health, Employment Development Department, Interface, and more. community partners

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

The ongoing educational model used by Vista Real Charter High School is an independent study, personalized learning model. Therefore, students are accustomed to doing the majority of their assignments at home with regular interaction and support from their teachers during the week. Thus the transition to a distance learning model required only minor modifications to the existing student- teacher interactions. The design of the curriculum is focused on detailed instructions that allow students to complete the work independently with minimal interaction with their teachers which allowed for a smooth transition for its use in a distance learning paradigm. Students were given laptops and or packets as needed to ensure access to the curriculum. Teachers, tutors, and other support staff have delivered instruction via Google Classroom, Google Meet, phone conversations, online whiteboards, Kami, and any other means necessary to ensure students receive proper support. This innovative approach to the individualized study model is supported by teachers and staff communicating with one another and the administration through email, Google Hangout, Google Meet, Zoom, texts, and phone calls.

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

The school is following the advice of relevant governmental authorities. Social distancing practices are visibly posted at all sites. School meals have been offered at various district school sites throughout Ventura County. Furthermore, staff informed students and families of the additional support available through various food banks and other local resources.

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

Our school has followed the advice of relevant governmental authorities and has been abiding by the Executive Orders issued by the Governor. Prior to COVID-19, the individualized program would service students on site for approximately 4 hours per week with additional tutoring services offered as needed. Thus, the adjustment for supervision to students due to COVID-19 was not drastic. In addition Vista Real serves students in grades 9-12. These grade ranges do not typically require childcare. Teachers, tutors, and support staff reach out and offer services to students. We continue our efforts to maintain contact with students and continue to support learning via online platforms.