



COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Gompers Preparatory Academy	Jenny Parsons Chief Business Officer	Jparsons@ gomperscharter.org 619-263-2171	June 23, 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.

On April 6th, 2020, we launched our continuity of learning plan. This plan included a 4 step process to ensure we were meeting the needs of our students during the pandemic. Our continuity of learning plan included every student being assigned a one-on-one weekly tutor to support - first their social and emotional well-being - and second their work on enrichment packets and additional assignments. The intent was to ensure all students and their families had personal access to GPA staff tutors, and to continued learning. This fall, we are considering two learning paths: 1) A full distance learning option that allows students to continue their learning from home 2) A blended learning approach where students will spend some time on campus learning and some learning from a distance. Both paths will work together to support the needs of all learners and their families. The distance learning plan will work in tandem with the blended learning plan so that any unforeseen interruptions to the program due to an outbreak of the virus will not halt learning. Some parents may opt for distance learning due to health reasons, so the distance learning curriculum will be developed to be robust, comprehensive, standards-based, and will be implemented by continuing to have 1:1 support for each student. This is essential for equity and access. The 1:1 tutoring model was also the most successful aspect of our emergency Continuity of Learning plan launched when school's closed. Therefore, as we reflect on what went well and what is needed, we are holding onto and building off of the parts of our model that

supported students learning in the most highly effective way. The major impacts of school closures on families included: Food Insecurity, mental health support, travel out of the area/country, lack of resources.

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

As shared above, all students had an individualized 1:1 tutor during the school transition to the continuity of learning plan. Our English Language Learners in the beginning/early intermediate stages were assigned tutors who worked closely with them throughout the year, in order to continue meeting their needs as much as possible during the pandemic. In addition, the tutors who worked specifically with our English Language learners (at all levels) were provided with information and ELD resources to support their work with our ELs. EL students will receive designated and integrated ELD in our plans, and our beginners/early intermediate students will continue to be offered an ESL course. Our ELD coordinator will continue to monitor progress and provide feedback, as well as small group goal setting. Foster youth and low-income students were also provided with our 1:1 tutors, and had access to our counseling team throughout our school closure as well. We implemented a “Continuity of Learning” spreadsheet for all staff to share weekly input on how each individual student was doing. This spreadsheet allowed for our leadership team and our counselors to consistently review which students may need additional resources, not only in academics but also for social/emotional support. GPA counselors reached out to those students and their families regularly. As we move forward, our two path approach (Distance and Blended Learning) will keep our most vulnerable students at the forefront of our planning. We will continue our 1:1 tutoring sessions, and we will be working closely with our parents and students through the extensive services our Family Support Center provides.

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

GPA will continue to provide high quality distance learning opportunities moving forward, by analyzing the areas of our current continuity of learning plan to determine what parts of our plan supported student learning successfully. We will reflect and build off of those best practices in order to make them more robust, sustainable and comprehensive. We will likely offer two scenarios in order to ensure safety first for all students, families, and staff. Scenario #1 may include a pure distance learning approach where students learn from home. In this case, students will be given technology and resources to learn from home. Students will be assigned a 1:1 tutor in addition to their content teachers. Academic content will be taught online- via asynchronous lessons, and targeted small group instruction will be provided. Scenario #2 may include a blended learning approach where students will attend school on site for a part of the week and

also engage in the distance learning scenario for part of the week. In this case, students will be given technology and resources to learn from home as well. This option will offer a hybrid learning environment, in which both face-to-face instruction and online instruction are provided. This approach may include staggered start and end times, physical distancing, and careful monitoring of student health and wellness with temperature checks, masks, etc. according to county, state and federal guidelines. To continue the high quality learning opportunities, GPA will assign each and every child with a personal GPA tutor regardless of the scenario that is implemented. This will ensure that the individual learning as well as individual SEL needs are monitored and addressed in any scenario moving forward.

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

GPA students usually receive meals during the school day from a San Diego Unified School District (SDUSD) Food Service kitchen based on the GPA campus. GPA families have been made aware of the meal distribution sites that SDUSD is offering throughout the city. Additionally, families have been made aware, and will continue to be informed, of other community resources related to food, health care, mental health resources and financial assistance. It is our understanding that students will receive free lunch through SDUSD Food Service on campus once the GPA campus reopens, and continue to be able to access SDUSD food distribution sites while learning remotely.

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

In alignment with public health guidance and social-distancing requirements, GPA has remained closed since March. During the COVID-19 public health crisis, GPA teachers and educators have provided high-quality distance learning services to support our students' wellbeing and educational progress. Furthermore, we have provided counseling support to students and continue to offer this support during these difficult times. Per the Continuity of Learning program detailed above, every GPA student was provided with a 1:1 tutor who connected with them for at least one hour per week. We are also sharing resources in order to assist our families in need of childcare.

Due to the uncertainties presented by COVID-19, GPA is developing plans for a complete distance learning model while the campus is physically closed and a blended learning model when GPA is able to bring back students and staff to campus in a meaningful way. These diligent efforts will help place GPA in the best position possible to effectively serve students next school year. We continue to carefully follow public health guidance as we develop these plans for the benefit of our staff, students, and community.