

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title:	Email and Phone:	Date of Adoption
Pivot Charter School Riverside	Jayna Gaskell, Executive Director	530-550-7616	June 6, 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.

Pivot Charter School is a non-classroom based independent study program utilizing an online curriculum. Prior to COVID-19, the online classes were supplemented by opportunities for learning at a resource center. Those opportunities include workshops, remediation, one-on-one support, clubs, counseling, special education services and field trip excursions. Despite access to the resource center, many students chose to remain “virtual” and not attend workshops. Since the stay at home orders were implemented, Pivot Charter School transitioned the support that was occurring at the resource center to an entirely online format; workshops and tutoring are occurring through video conferencing meetings. Additionally, all special education services are now rendered through video conferencing. Workshops are held daily. Students receive support from their teacher of record on a daily basis through video, chat, text, phone and email. Because families are experiencing hardships, it has been a struggle to maintain the desired level of engagement in the online support and in the completion of students’ online courses. As a result, our teachers, counselors and administration have increased the level of communication to families regarding each student’s progress. Daily texts, phone calls and emails are the new norm. Weekly face to face meetings via video conference are also required so teachers can keep students engaged and ensure they are safe.

Pivot has also chosen to maintain all core course graduation and promotion criteria. Flexibility has been given in areas that are not related to foundational core content.

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

As described above, overall, the level of communication and oversight of student performance by teachers and administrators has increased since teachers are not meeting with students at a resource center. Teachers and special education providers engage in inquiry with students to determine: 1. They feel safe where they are; 2. They and their family have enough to eat; 3. How are they feeling? We have seen an increase in domestic issues, especially with our unduplicated pupil populations and have engaged authorities on a number of occasions when this has occurred. Counselors reach out to students in need through as many forms of communication as possible to support these populations. Specific workshops have been created to support EL students. These workshops are voluntary, however. Remediation of skills has become a major focus for all students, and these populations of students are benefitting from our increased implementation of the remediation curriculum. Some promotion and retention provisions have been modified to support continued academic progress which includes demonstration of grade level competency in math and English Language Arts. Additionally, Pivot conducted a needs assessment for technological devices and access to technology of all families. Pivot provided computers, access to low cost internet service providers and wireless hotspots as needed. These technological resources have been especially helpful for our low-income and homeless students.

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

Since teachers are working from home and not at a specific resource center, Pivot has been able to streamline online offerings to ensure students from all four Pivot LEAs receive support by participating in the same virtual academic workshops and tutoring. This has afforded students greater access to support at times that work in their schedule and from a greater variety of teachers and teaching styles. It has also allowed Pivot to provide more diverse workshops and online “hangouts” that stimulate social interaction and ongoing engagement. These meetings include Pivot Pets, Lunch with Gus, Art and Legos.

In addition to meeting in small groups through traditional video conferencing, the elementary teachers have initiated Flipgrid and have been conducting online reading groups. To keep young students interested in school, they have been doing more projects together through various online formats. They have also been working more collaboratively with parents and helping them to become stronger educators of their young children.

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

Pivot had been providing breakfast to students this year. In the initial days of the stay at home orders Pivot communicated to parents and students that they could continue to receive breakfast to go bags at the school and pick them up during certain hours. Social distancing requirements were required and described to families. After the first week, families were not taking advantage of these meals. Because the demand for meals through Pivot decreased substantially, and several families were already obtaining meals through other agencies, Pivot transitioned to providing families with information about other local schools and community centers where meals were also being provided. This has been particularly helpful for families who have multiple children enrolled at different schools; they have been able to more effectively practice social distancing and decrease their exposure risk by not having to pick up meals from multiple locations. Pivot has updated this information to families as it has changed. Also, Pivot shared the information about the Pandemic EBT cards to all families and has helped several apply for their cards. This information is also posted on our websites as well as social media.

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

Pivot is a non-classroom based, independent study program. Attendance is determined by work product and engagement in learning, and attendance at our resource centers is not required. The educational offerings at the resource center are supplemental to the online independent study curriculum, and many students already engaged in our educational programs primarily from home before COVID-19. Teachers have continued to hold individual meetings with students and parents as usual (weekly, for most) but via video conferencing. Teachers have additionally been asking students about supervision and how COVID is affecting their family and living situations in an attempt to ensure students had proper supervision. All credentialed staff have been working at home so they could supervise their own children. Classified staff have had limited hours required on site so that they could be responsible for supervising their own children as well. As mentioned earlier, teachers have learned of a few situations that were not reflective of the supervision we would consider “safe” for our students, and we have worked with local authorities to assist in those situations.