

# COVID-19 Operations Written Report with Prompts

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.

Dimensions Collaborative school has remained open. In response to the Governor’s Executive order, Dimensions closed its learning centers and increased the development and offerings of distance-based learning activities. Chromebooks and internet hot spots were provided to all students who expressed a need. Access was given to varied online curriculum resources and the staff quickly developed virtual class meetings using Microsoft Teams and Zoom platforms. A virtual database was established to provide a repository for student work samples. Monthly Student/parent meeting with the teacher have continued through the use of online resources (Teams, Zoom, Facetime). Teachers have increased the number of email and phone check ins with parents and students.

Teachers assessed needs of individual families by emailing and calling to assess varied needs of their student rosters. Dimensions was able to provide technology supports by delivering needed items directly to the student homes. Delivery of curriculum supports directly to student home was provided as well. One-on-one and/or small group tutoring support was provided as needed through virtual meetings. Student academic support and parent support workshops were provided. A Behavioral Counselor was made available for family problem solving support. Frequency of contact with students and parents was increased to weekly via phone calls, emails, videoconferences, newsletters, and ParentSquare messages. SPED services are being provided virtually as appropriate.

The Dimensions Student Support Manager used diagnostic data from iReady to identify students below and far below standards to provide extra supports like curriculum, tutoring, etc. A virtual graduation ceremony has been planned and graduates received yard signs to celebrate their accomplishment. Virtual student talent show (art and performances) virtual robotics, gardening, art, and other extracurricular options have been made available for academics and socialization.

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

To support ELD, foster youth, and low-income students, Dimensions Collaborative offered Chromebooks and internet connectivity to designated students. Learning Alley accounts were provide. Reading Horizon accounts were made available for students who previously used Learning Center instruction for language immersion. Audible reading accounts were provided. Access to varied curriculum resources was provided and delivered directly to the student home. A behavioral counselor was made available to address social emotional needs and provide community resources. Student Support team referrals are used by teachers to document student needs.

To gather stakeholder feedback, teachers and support staff reached out to families individually to assess student needs. Weekly staff updates are attended by all staff virtually through Microsoft Teams. A parent survey has been created and disseminated. Staff surveys have been collected and data has been used to drive professional staff learning. A diagnostic assessment platform has been provided to assess student learning. As Dimensions is still open, students are still required to submit work samples of learning in all enrolled courses. A MTSS system is in place to offer tier 2 and 3 targeted curriculum supports.

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

Dimensions Collaborative has created a robust professional development library with recorded trainings on using Teams, DocuSign, Clever and more. A multitude of virtual class offerings for all grade levels have been created, along with virtual student/parent meetings. The school created Microsoft Office 365 accounts for every student to have access to all Microsoft applications. The school facilitated a digital workflow process using Microsoft Office 365, enabled online access to the student information system (Aeries) for parents to access grades and state testing data, and budgeted to purchase more Chromebooks and internet hotspots for student use.

For students who did not have access, devices and internet connectivity were provided and delivered directly to the student to ensure equitable access to a multitude of educational platforms and to support supplemental instruction. iReady online instruction, Khan Academy, IXL, ST Math, Reading Eggs, Microsoft Office 365 & Teams platform, Reading Horizons, Clever platform, Read Naturally, Edgenuity, Pearson Online are available for students to access and teachers to monitor learning. The teaching staff has also created a home curriculum support list to share with families. Regular correspondence with student and parent, virtual EF/parent meetings, and regular collection of work samples ensures student progress. Parents and credentialed teachers evaluate student work regularly; formative (end-of-year diagnostic assessment for math and reading) and benchmark assessments are conducted as appropriate by parent and teacher

One-on-one tutoring, a variety of curriculum, MTSS, Student Support Team, social-emotional support and family counseling, personalizing curriculum and support based on need are available to all students. Additional SPED service providers have been put in place. Professional learning opportunities have been provided to support Educational Facilitators identifying and implementing needed targeted supports using the MTSS model.

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

Families were made aware of the continuation of the breakfast program through email, Shelf stable breakfast foods were provided weekly via curbside pickup at Central San Diego and Escondido Learning Centers. Dimensions provided regular communication around the process to order and pick up meals. It was discovered through this process that since Dimensions' student live throughout the county, driving to Mission Valley or Escondido was not feasible for all students so the school shared through email and a newsletters a list of county wide food distribution sites for a local option. Ongoing communication with families regarding availability to meet immediate needs for food pick up was provided.

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

Dimensions Collaborative has not provided supervision of students during the school closure. As an independent study program, Dimensions students work mostly from home regularly, so thus far supervision has not been needed. As businesses begin to reopen and supervisory family

members head back to work, we anticipate the need for supervision may arise. We have maintained open communication with families around their needs and directed them to community resources.

California Department of Education Template  
SDCOE prompts added May 2020