

COVID-19 Operations Written Report for Da Vinci Charter Academy

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.

Da Vinci Charter Academy (DVCA), under the supervision and guidance of Davis Joint Unified School District (DJUSD), closed schools on March 13, 2020. An optional Supplemental Learning at Home resource (defined as Phase I) was created and shared on the district website and by direct emails to stakeholders. Simultaneously, DVCA staff participated in DJUSD action teams, which were created to provide students with computers/Chromebooks, and WiFi hotspots, to design professional development modules to launch and support distance learning, and to create a digital staff headquarters website and parent distance learning center. On April 13, DVCA transitioned to Phase II of distance learning which endeavored to provide continuity of learning. Students re-engaged with their teachers and courses under a standards-based approach with a Pass/No Pass assessment model, which continues through the regular end of the school year on June 11th. Plans for remediation for students that do not demonstrate proficiency and earn a “Pass” are in development and will be conducted through a Distance Learning Summer School Program in partnership with DJUSD beginning on June 11th and lasting through the month of July. Plans for the start of the 2020-21 school year are dependent upon public health guidance. DVCA is currently considering a spectrum of options ranging from continued Distance Learning to a full return to brick and mortar, site-based instruction.

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

In partnership with DJUSD, DVCA’s training and structures included Multi-Tiered Systems of Support (MTSS) in planning for Distance Learning instruction. This included collaboration with English Learner Specialists, Instructional Coaches and the presence of English Learner paraeducators during the training and launch of Distance Learning. Additionally, these individuals are present in classes and office hours for support as needed. This work was to ensure that the distance learning structures and instruction include maximum flexibility and support for the most vulnerable student populations.

DVCA families were encouraged to participate in the DJUSD lunch program, which included “grab and go” meals which provided the current day’s lunch and the next day’s breakfast. These “grab and go” meals were offered daily at four different DJUSD school sites to any student

18 or under. DVCA counselors, administrators, teachers and the IT specialist conducted outreach by email, virtual meetings or by phone to every single DVCA family between May 13 and June 1st to assess technology access issues and provide Chromebooks/laptops and WiFi hotspots to any family expressing need in order to access distance learning. Counselors gave particular attention to the students and families of English Learners, foster youth, and low income students. This extra attention was provided through ongoing phone calls and virtual meetings, often including parents and guardians. Counselors conducted wellness checks with these students and families and continued regular check-ins throughout Phase II of Distance Learning. Consultations with the DJUSD Wellness & Prevention Counselors was conducted as needed.

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

DVCA began by supporting classroom teachers with content mapping their courses to fit the planned period of distance learning. This process emphasized student proficiency on essential course standards and flexible methods to demonstrate understanding. Prior to commencing Phase II of distance learning, all DVCA teachers participated in DJUSD learning professional development modules on: Best Practices in Distance Learning, Social Emotional Wellness in Distance Learning, Structures that Support Distance Learning, and the use of Echo Learning Management System and Webex digital tools. DVCA and DJUSD created a consistent weekly schedule for class sessions and office hours, and worked with employee unions to agree upon work expectations. Teachers hold weekly office hours for each of their class sections to provide one-on-one and small group support. After the completion of one full week into instruction, staff was surveyed and the results were used to guide follow-up professional development modules on the use of Screencasts, Google Classroom, Assessments and Feedback tools, and another module on Social Emotional Learning. Site Principals and Instructional Coaches continue to provide support to teachers via one-on-one consultation. All of the professional development and guidelines for distance learning are archived on a webpage of the DJUSD website titled "Distance Learning Headquarters." These materials are updated periodically and are available to all stakeholders. DVCA continues to refine its process through weekly all-staff meetings which occur each Monday and Wednesday. These meetings allow for discussion of best practices and review of successes and challenges. They also include opportunities for teachers to enlist the support of all support staff.

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

In partnership with DJUSD, "grab and go" meals have been made available at four DJUSD school sites each weekday since the school closures began, including the week of spring break. DJUSD continues to serve approximately 800 meals each day. Staff working at these pick up sites comply with all social distancing safety measures.

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

As part of DJUSD, Da Vinci Charter Academy families were included as the district has worked with local Child Development Centers and a local after school care program (Davis Kids Klub) to offer childcare options for students of essential workers.