

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Matrix for Success Academy	Margret Woelke, Site Coordinator	mwoelke@matrix4success.org (323)897-5971	June 25, 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.

Prior to the COVID-19 emergency, Matrix curriculum was already fully accessible from any device with internet capabilities. Every student is assigned a Chromebook upon enrollment, and is allowed to take that device home for the duration of the school closure. There has been minimal disruption to curriculum accessibility, except in situations beyond our direct control, such as lack of wireless connectivity at home, or family factors. We've surveyed our families to see what connectivity issues they are facing, connected them with various options for internet service, and are keeping track of what ongoing issues our families are still facing. We created a COVID-19 resource guide, shared on our website and through our social media pages, as well as through direct emails to our students and families. Our low student to counselor ratio (150:1) has enabled us to understand the challenges our families were already facing, and that have been exacerbated by this crisis. These personal factors, such as illness, unemployment, or mental health, have also been addressed and supported by our Wellness Team, consisting of our counseling and special education staff, office support, and a member of administration. We've also set up a student and family support line, where a member of staff can be reached at any time via email, text, or voicemail. Matrix is fortunate enough to have already embedded a strong support program for students and families. Our challenge lies in adjusting the way these support services are delivered all while keeping staff and families safe.

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

Our charter was created specifically to support students with a background of deprivation on multiple levels. Built into our system are supports for all student groups. Mental health is addressed and supported upon enrollment, because learning can not happen when a student is stressed about having basic needs met. At each Google Hangout class, students not only meet with their classroom teacher, but are also supported with a Special Education team member and/or EL support person if necessary. As needed, behavioral supports from our counseling team are provided as well. We have extended our school philosophy of meeting any student, any time, anywhere to our online learning as well. While our teachers have created virtual office hours where any of their students can log in to Google Hangouts and know they'll receive support for their class(es), we've also extended the opportunity for small group and one-on-one meetings for teachers and students. We have enrolled a number of foster youth at Matrix, and have continued to meet their unique needs throughout this COVID-19 crisis. From keeping regular communication with case workers, providing devices for work completion, and regular phone call check-ins with our foster students, we've been able to maintain a level of support for this vulnerable population that may be challenging for traditional schools. Another practice we've maintained for

our staff includes dedicated time on Fridays for grading and curriculum development. This ensures our students receive the regular, differentiated feedback they're accustomed to during regular school times. Because of this dedication, we've been able to keep our students moving ahead with completing courses and even graduation during school closure. Matrix has partnered with our IT team to create a COVID-19 resources webpage for our families and staff to access as well. It is a one-stop shop for information on the various resources available to our families - food distribution, employment assistance, medical and mental health resources, internet service resources, and more. We share these resources on our social media pages, Parent Square messages, and direct emails. In addition to checking on the wellness of our students and families, Matrix has made the health and wellness of our staff an ongoing priority. Our district-level staff wellness team checks in on teachers and support staff regularly, and encourage all of our team to "tag out" when necessary. We understand that our teams all have outside responsibilities - children, dependents, parents, partners, etc - that are also in need of our staff.

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

Matrix for Success Academy has taken a number of steps to ensure delivery of high-quality distance learning opportunities for all students. Prior to closure, all curriculum and supporting lessons were already available online. Students were able to access lessons, curriculum, and support from teachers, even if they were not able to come to campus. With the COVID closure, Matrix has taken steps to make not only curriculum easier to access, but also make SPED & EL support, counseling, and clerical support available online as well. Teachers have added further video instruction to their lessons, utilizing programs and extensions such as Screencastify and embedding videos they've created into their lessons. Matrix has created an online class learning schedule for all courses as well. Teachers hold daily office hours for general student support, and schedule one-on-one and small group instruction as needed. During each online class, SPED, EL and Counseling support staff are available, to support both the teacher and students.

Our Special Education team has partnered with classroom teachers to ensure differentiation and accessibility needs continue to be met during school closure. IEP meetings have been scheduled via Zoom, over the phone, and in-person with social distancing measures put in place. Matrix has made it a priority to get Chromebooks out to every student who needs one, and has coordinated multiple distribution dates for students and families to come pick up devices and accessories they need to participate in online learning. We are partnering with our sister school, APEX Academy, to procure hotspots for families who are unable to secure internet access. We have shared out resources via phone, email, and social media, with information on different organizations providing free or low-cost internet access during school closure. Matrix has reached out to every family we serve, via email, phone call, and letter, to see what their technology needs are, how we can support them, and any other issues keeping them from being able to participate in online learning. For families with more than one student enrolled with Matrix, we've issued a Chromebook and necessary accessories for each child, so device access and scheduling should not prohibit them from learning during the COVID closure.

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

Matrix for Success is an independent study school, and has not been able to provide meals during school closure. However, we have curated a list of the nearest schools to our campus that are providing meals during the closure, and have shared that out via email, phone call, our website, and through our social media. In addition to the neighboring schools that are distributing meals, we have also been able to share information on other community organizations that are doing meal distribution, worker relief and support, and family support resources, including diapers, formula, and health care.

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

Matrix for Success Academy is an independent study high school, serving students grades 9-12. Because of the population we serve, supervision for our students has not been the pressing issue it may be for other schools that serve elementary-aged children and their families. Actually, Matrix's independent study program has been helpful for families with child care challenges, even prior to the COVID closure. Since our students can learn any time, anywhere, we've been able to ease the burden of finding child care for our families with young children, as now older siblings may be able to help support with caring for younger siblings while parents are working.

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