

COVID-19 Operations Written Report

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.

LAAAE made multiple programmatic changes in response to COVID-19. Teachers began offering Zoom office hours on March 17, just three days after our last day on campus. Since then, teachers provided daily Zoom sessions on regular school days for students to check-in and receive academic support. During the first distance learning week, over a dozen classified staff were reassigned to student and family outreach. They became the primary link between our school and our families. Weekly distance learning lesson plans were submitted by each teacher to the administration and shared with the outreach staff. Outreach staff kept students and families informed about academic expectations and connected them with school and community resources. Because outreach staff and teachers logged interactions with families and students, students with limited engagement were easily identifiable and were escalated to other staff who conducted additional outreach. Since the first week of distance learning, assignments were posted on both Google Classroom and on the school’s website. Insofar as possible, virtual activities, such as prom, culmination, and graduation, replaced live activities. The school’s social media platforms synchronously provided updates on the transition, resources, and school activities. LAAAE teachers and staff received ongoing professional development to help them continue developing their knowledge of digital platforms and pedagogy for a distance learning environment. The major impacts of the school closure on our students and families has been reliable access to meals, technology, and connectivity. These have been mitigated through our community meal service program and by the distribution of technology and internet connectivity. The remote food service program serves as the location site for the distribution of technology and internet hotspots, distribution of other items from teachers and staff to students and families, and the locale for school-sponsored senior portraits. Social distancing protocols are followed at the food service site.

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

Ever-English learners comprise 91.4% of the student body at LAAAE – 42.6% are English learners and 48.8% are reclassified English learners. Ninety-one percent (91%) of students are also classified as low-income. We have no foster youth currently enrolled. As we transitioned to distance learning in March, we polled students and found that many lacked access to both a large screen device and an internet connection. To improve distance learning participation, LAAAE negotiated equipment and Internet connections. Chromebooks and hotspots were subsequently deployed to 55% (160 Chromebooks) and 15% (44 hotspots) of the students. (There is overlap in these numbers.) To continue serving English learners, low-income students and students with disabilities, LAAAE transitioned into a structured distance learning program. Designated English language development (ELD) continued through the English Learner Coordinator’s Zoom and online activities. Since LAAAE teachers

have English learner authorization, they provided integrated English language development. Moreover, almost all outreach staff and more than half of the teaching staff speak Spanish, the primary home language of our families. The ability to communicate clearly with students and their parents provided rich data which was analyzed and prompted subsequent operational decisions. English learner paraprofessionals, special education paraprofessionals, and tutors continued providing support through the outreach previously described. Individual education plan (IEP) meetings continued virtually as did related services such as speech language, behavior intervention, counseling, and adaptive physical education. Teachers and staff from the special education and English learner departments collaborated with general education teachers and staff for the continued support of students and execution of accommodations. During weekly staff meetings, information was provided to teachers and staff which facilitated coherent messaging to the greater school community. Beyond academic needs for our special populations, our school continued meeting the holistic needs of students through virtual activities and the remote food service program.

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

To continue delivering high-quality distance learning opportunities, LAAAE transitioned into a structured distance learning program quickly and refined it throughout the duration of the scheduled school year. On our last school day on campus, LAAAE students received print work packets. While we worked on deploying devices, students were able to continue learning through the print packets. Teachers began offering Zoom office hours on March 17 and began transitioning into digital learning. Weekly feedback from teachers and the outreach team supplied data which informed programmatic refinement. Examples include departments collectively hosting meetings, change in time of meetings, teachers hosting live Zoom classes with direct instruction, and open office hours to increase student engagement. Supports for special populations continued to ensure that students needing extra help receive it. A summer program with both recreational and academic components has been planned for students. Students not officially enrolled in summer programming can still participate in virtual activities such as Wellness Wednesdays. Professional development for teachers and staff continued to increase staff competency and fluency in the digital space. Examples of training in distance learning pedagogy and resources include Zoom, Google Classroom, Peardeck, Flocabulary, and Nearpod. Instructional leadership teachers also engaged cohorts of teachers to troubleshoot problems of practice, share beneficial strategies, and reflect on effective teaching using a distance learning teacher evaluation rubric designed specifically for distance learning. The sharing of best practices across the workforce enabled the rapid implementation of activities that were already yielding success for other teachers and staff. Information gathered by the outreach team also enabled troubleshooting and proactive identification of problems which can impact learning. For example, in mid-May, a pattern emerged with many family's free 60-day internet trial approaching expiry which warranted a second wave of issuing hotspots to keep affected students connected.

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

LAAAE sought from the California Department of Education multiple waivers to modify our food service program. Approved waivers included offsite service, non-congregate service, multi-meal distribution (both breakfast and lunch issued simultaneously), and multi-day distribution (up to two days of food). We were also approved to continue providing food service during school holidays, summer school, and the breaks between the school year and summer school. Since most families do not live immediately near LAAAE's current location, and since LAAAE has vans, we decided to provide remote food service to increase access to our families. Following social distancing guidelines, we began community food service on March 17, in the epicenter of where our students live. Since launching and through March and April, the program ran five days a week on mornings. In May, the program transitioned to Monday, Wednesday, and Friday mornings. Because the vans had limited capacity, LAAAE collaborated with our food service partner to bring a refrigerated truck to the food service site effective June. The refrigerated truck enables the supply of more food and diversity of food. The community meal location and times of operation have been advertised through

outreach, teacher Zoom sessions, emails to students, LAAAE social media, radio station, and our auto-parent dialer/texter/emailer. From serving 721 meals during its first week to serving 2600 meals last week, the program's capacity has grown. As of June 12, over 25,000 meals have been served. Two partnerships have recently enabled the continued expansion of the food service program. One partnership, valued at \$52,332, will provide \$200 in supermarket certificates to all students who qualify for free and reduced lunch. The other partnership is providing \$50,000 for us to provide supper and weekend meal service. We are currently working with Woodcraft Rangers, our after-school program partner to fund snacks.

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

LAAAE has not offered onsite supervision to students during ordinary school hours. LAAAE's focus during the transition to distance learning was on the continuance of high-quality instruction as described above. Notwithstanding, the instructional activities provided by teachers and support activities provided by staff, offered students a quasi-supervisory experience during school hours. Woodcraft Rangers has also been developing online activities for students to additionally participate.