

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Los Feliz Charter School for the Arts	Dr. Linda Lee, Executive Director/Principal	323-539-2810	June 25, 2019

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.

We quickly moved into distance learning and created the following expectations, systems, and norms for our program offering: We developed a “Continuum of Distance Learning” that describes components of distance learning that is matched to our school’s philosophy and pedagogical approach (e.g. social-emotional learning, differentiated, project-based, arts-integrated). We also created an implementation timeline for how to adapt those practices in a digital platform; By the third week, we had all staff trained in Google Classroom and were using that along with other apps to support instructions. To support parents, we created “Parent facing schedules” for ease of access and coordination of classes and Specialists sessions. We adopted support structures that were responsive to parents’ and staff’s needs (e.g. Zoom trainings, Google Classroom trainings, how to create a schedule for home, social emotional support meetings, etc.). We also provided training and support to our paraprofessionals to help with small group work in live session. Many of our teachers employed a synchronous and asynchronous model of instructional delivery.

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

Needs for these populations are more significantly impacted in a distance learning model. One need was to ensure that our English Learners, foster youth, and low-income students were able to access instruction by tracking engagement in distance learning. Each week teachers would record the level of engagement students had (e.g. attendance, participation, started and/or completed assignments). If a student fell into the “little or no engagement” category, the teachers would reach out to families to help determine support needs. If the teacher was unsuccessful in reaching out, our administrative staff would then employ more varied procedures to contact parents and determine support needs. We helped parents by offering trainings, office hours, social emotional supports through our school psychologist and administrators, parent workshops, and ongoing communication and surveys to determine what additional systems or supports we needed to establish. In addition, extra support for students was also provided by our paraprofessionals who help teachers with small group and 1:1 support. For English Learners, teachers have continued to utilize our English Language Development monitoring portfolio, to help document any improvements in ELD. In addition, we have handed out over 160 laptops to families to assist with technology access, and help families who are not able to print, but providing print copies for pick up, classroom supplies, and other equipment loans.

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

The delivery of high-quality distance learning requires the adaptation not only of the school system, but also the home system, as parents have become supports and supervisors of student learning when students are not with their teachers. To ensure that both systems were strong, we have created a common vision for the type of distance learning that is matched to our schools philosophy. We have continued to employ all staff and shifted their responsibilities towards supporting distance learning, meal support, and technology inventory. We employed multiple surveys to teachers and parents to determine the effectiveness of delivery. We held regular “Community Check-In” webinars and gathered data on how people were feeling about levels of engagement, ease of access, additional support needs, and more.

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

We have been providing meals each school day, and have committed to continuing to do so throughout the summer, except for Federal holidays.

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

We are currently not able to provide childcare. We continue to adhere to guidance set forth by our County Department of Public Health, We have made plans to activate childcare when the county determines we have reached a stage of community safety to do so.