

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ednovate - East College Prep	Andrew Goltermann, Principal	agoltermann@usceastcollegeprep.org (323) 285-1441	6/18/2020

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.

Our school is currently offering remote learning, and began to offer it the school day after we closed our physical school site, Monday March 16th. We are currently offering asynchronous virtual lessons for all our students as well as daily synchronous office hours for all content areas, and other synchronous opportunities throughout the day, including work with small groups. Students with special needs are being offered specific 1:1s and small group office hours with special educators. Our students also meet synchronously in advisory each day and we are looking at potential additional synchronous class meetings each week as we provide training for that mode of instruction. Our average attendance in virtual learning is 95%, with some days reaching 96%. 98% of our students have access to both a computer and wifi. We distributed Chromebooks to those who needed to ensure that all students had access to technology and have purchased MiFi devices to ensure all students have access to the internet.

At the network level, Ednovate has established a COVID-19 Rapid Response Task Force with 4 values-aligned working groups focusing on Connection + Health, Academic Persistence, Sustainability to Serve Future Generations, and Execution and Communication. These groups have been able to accomplish the following:

- CareCorps: Through the support of a generous donor, we provided immediate assistance to families and staff that need it most. This can be used to help families with groceries, bills, and more.
- Wifi Hotspots: Our tech team has mailed out wi-fi hotspots to all students who need wi-fi access.
- Family Resource Center: We've sent to our families over 150+ resources for food and groceries, the elderly, education, WIC services, housing, employment, child care, etc. These are also on our website.

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

One of our first priorities was to ensure all of our low-income students had access to the technology needed to access their online curriculum, teachers, and resources. We contacted every student to ask if they had access to both a computer and internet service before we transitioned to remote learning. Students who did not have access to either, or both, were given Chromebooks and wi-fi hotspots. We've continued to contact families throughout the duration of the remote learning period to ensure they have everything they need, from technology to learning needs.

Foster students are contacted on a daily basis by their advisor to ensure all of their needs are being met. We've worked with them on an individual basis to determine changes to their graduation requirements in accordance with AB216. English Learners have access to extended office hours with all of their teachers. Additional needs are discussed with their advisor on a daily basis and responded to accordingly. Our Social Worker is constantly available for all students to address their socio-emotional needs. She constantly communicates her availability to students and hosts wellness activities for them.

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

To ensure uninterrupted high-quality distance learning, the Ednovate Academic Team established Remote Instruction Baseline Expectations for instructors designed with the following principles in mind:

Double Down on College Prep: Strive to keep the learning activities and experiences that are most essential for preparing your students for college and deprioritize the rest. For teachers of English, Math, Science, and Reading, this includes building in sufficient time for CCRS-aligned practice.

Keep the Switch Simple: Whenever you can, leverage the instructional routines, digital tools, and activities that you used before our switch to virtual learning. During this period of tremendous change, we want to limit the amount of “new” things kids (and teachers) have to learn. With a little ingenuity, you'd be surprised at how often you can repurpose some of the go-to activities that you used in your in-person classroom for an online setting.

Think “First Days of School”: Invest early in establishing important routines and norms that will set students up for success. If you want any previous classroom routines to carry over to an online setting, be explicit about that expectation.

Design learning experiences through students' eyes: Ensure that lessons and activities are streamlined, student-friendly, and feasible to complete within the allotted time frame. Choose learning platforms that will enable you to directly embed materials and that minimize the need for students to visit external links (e.g., Google Class, Nearpod, Canvas). If you need to teach content that will be too challenging for some students to access without your direct support, consider making office hours mandatory for some students. For students who need extended time, please ensure that it is provided in accordance with their IEP/504 accommodations.

Additionally, we have continued to provide online Professional Development opportunities so teachers feel supported and prepared to deliver high-quality instruction. Topics covered include Best Practices for Boosting Student Work Submission Rates, Providing Timely & Effective Feedback in a Virtual World, and Gradebook Analysis that Improves Teacher Practice.

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

The first week our facilities were closed, we served one week's worth of grab & go meals to our families in partnership with our school nutrition vendor, Better 4 You. To ensure social distancing measures were in place, only one person was present at the school site when meals were delivered. The food was set up in an outdoor space in an assembly line form at which staff members stood six feet apart from one another. All staff members wore gloves and masks during the entirety of the food distribution. Families entered through one side of the school and exited through

another to ensure a constant flow that would prevent families from coming into close contact with each other. Once other programs were up and running to serve our students, we sent resources to families notifying them of community resources available for daily meals in their community.

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

Our families receive information on available resources on a weekly basis through Parent Square, website blog, and upon request, to help secure supervision of their children should they need it. We have also confirmed they have the means to do so, and if not, families will be encouraged to apply for a grant or additional resources through our Care Corps. Care Corps is a team of Ednovate staff members with whom families can communicate should they have an urgent need due to the COVID-19 pandemic. The team reviews their application to assess needs and provides monetary assistance in the form of gift cards, personalized resources for their specific needs, and/or legal counseling.

California Department of Education

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