

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|--|------------------|
| Wallis Annenberg High School | Rosie Hoang, Principal | rhoang@accelerated.org 323.235.6343 | June 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.

Wallis Annenberg High School prepares its student to become independent critical thinkers, decision-makers and responsible, productive leaders in our community, Each student is challenged with a strong focus on becoming mentally and academically prepared to enter and succeed in college and beyond.

On March 4, 2020, [CA Governor Gavin Newsom declared a State of Emergency](#) to help the state prepare for broader spread of COVID-19. This immediately triggered the TAS Leadership Team comprised of the Director of Elementary Education, Director of Secondary Education, Director of Curriculum & Instruction, CEO, CFO, Director of Technology, Human Resources, Director of Facilities, SPED Administrator, Food Services, and the Principals and Assistant Principals for each school, to meet and develop a Distance Learning Plan, a Technology Needs Assessment, Food Services, Professional Development, and identify resources for families during school closure.

On March 12th the CEO of Accelerated Schools [issued a letter to parents and students](#) of the cancellation of all gatherings, assemblies, etc. in order to provide new protective, school distancing measures, and any person who was symptomatic should seek immediate medical attention from a health care provider, and if onsite from the school nurse.

On March 13th The Accelerated Schools issued a [letter to parents and staff](#) informing them of the school's closure; and details about the plan to provide Distance Learning, meal services, and mental health and health services for students. Technology devices were distributed to students. Teachers prepared 2 weeks of instructional materials including consumable workbooks that were sent home with students along with recommended learning resources.

All communication to parents was provided in English and Spanish.

The week of March 16th **families were surveyed** by school staff, using multiple methods of communication to ensure students had access to a technology device, internet service at home, meal service, access to health/medical services, and shelter. Additional technology devices were distributed, along with Wi-Fi Hotspots and/or resources on acquiring [free internet service](#) was provided to families. School administrators and staff provided students and families with training on how to access instructional materials for Distance Learning. Our school provided a tech support hotline for families and for replacement laptops.

Teachers participated in **Professional Development** to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction. Initially the focus was on English Language Arts and Mathematics, then integrating Social Studies and Science. All teacher's set-up office hours to provide small group and individual instruction. Professional Development for all teachers continued on a weekly basis during school closure. Teachers received extensive professional development on Project-based Learning with goal-aligned instruction.

As a result of **Distance Learning** the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. Our High School graduation was changed to a virtual Zoom meeting. A [letter was issued to students and parents](#) with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including iReady for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

Students with Disabilities (SWD): Special education teachers (RSP) continued to provide services to students on their caseload as per each student's Individual Education Plan (IEP). RSP teachers collaborated with general education teachers on the daily/weekly assignments that all students were expected to complete, and provided academic support both individual and small group instruction via Zoom. Related service providers such as Counselors, Speech Therapists, Occupational Therapists, Blls/BID continued to provide services as per each student's IEP. Related service providers and RSP teachers collaborated with general education teachers to ensure services did not disrupt and/or conflict with scheduled classroom sessions. RSTs and related service providers held office hours to meet with students individually and provided the necessary scaffolding and assistance for their assignments so students could thrive academically.

The **impact of school closure** varied by **student** from feelings of isolation, lack of motivation, anxiety to an environment where others were able to thrive because of our structured program and consistent communication between our teachers and students. For **parents**,

distance learning/school closure was challenging and stressful, in addition to job and/or food insecurity that many families faced. This vital information led our team to identify resources for our families offered by our schools and/or community-based organizations.

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

Approximately 82% of our students are **Unduplicated Pupils** (low income, English Learners, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP). Bilingual members of our staff contacted students/families on a regular basis to ensure student/family needs were being met.

For **English Learners**: Our EL received both designated and integrated ELD by their teachers and ELD teacher through synchronous and asynchronous instruction. ELD teachers provided office hours for small group and individual academic support with English Language acquisition. Communication with parents/families took place regularly in their primary language by teachers, ELD teacher and school staff.

The Principal served as the Homeless and **Foster Youth** Liaison. Services for these vulnerable students included monitoring the academic performance of students, attendance in synchronous instruction, coursework/assignment and project completion. Projects were scaffolded to support access and completion of projects for Unduplicated Pupils. As stated earlier, ensuring students were provided with a technology device and had access to internet service at home in order to access curricular and instructional materials were critical, especially for this vulnerable group. In addition, our staff conducted check-ins on a regular basis with families/students to ensure their needs were being met including connecting them with [resources](#) including food, shelter, social-emotional, and legal.

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

The Framework for Distance Learning included the following 4 Goals:

- Goal #1: Continue Regular Contact with students.
- Goal #2: Teachers regularly engage in Professional Development
- Goal #3: Learning is aligned to Student Goal and Evidence-based Strategies
- Goal #4: Synchronous and Asynchronous Learning occurs

Distance Learning included a combination of **synchronous** instruction using Zoom; and **asynchronous** via Google Classrooms and the following digital platforms. In early April, Wallis Annenberg High School shifted to Project-based Learning (PBL) instructional model, with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement. Our students were able to work at their own pace and a plethora of resources were provided. Students communicated using Google Classroom on a regular basis. Teachers posted weekly checkpoints for project and resources, and set up Zoom meetings with students. As a result, student participation steadily increased. For Physical Education, students developed a fitness program for themselves and family members as part of their project-based learning.

Our distance learning program included:

- **Curricular & Supplemental Programs:** iReady, ConnectEd, Study Sync, & Khan Academy
- **Winward Academy** – an interactive tutoring platform for SAT/ACT Preparedness
- **Communication with families** took place regularly by teachers and school staff for check-ins and to provide updates and conduct surveys. Methods of communication include but are not limited to phone calls, email, Remind App, Class Dojo, RoboCalls, text messaging, and our school’s website
- **Student participation** was tracked daily by teachers through PowerSchool and Google Classroom. On average 70% of our students participated on a regular basis and were assessed on project completion.

Academic support and intervention was provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Counselors provided **social-emotional support** to students in need of counseling. Our school also set up a mental health hotline for students/families. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school’s website.

Wallis Annenberg High School notified families of the revised grading policy from the traditional grading system to “pass or Incomplete,” during distance learning. Students who receive an incomplete, school staff will meet with parents virtually to develop a support plan for the student. Our school hosted two separate Parent Town Hall meetings, an English and a Spanish session, to inform families of the [grading policy](#) and steps the school has taken to support students during distance learning

Throughout distance learning, the Accelerated Schools, provided families with **updates and resources** via email, Class Dojo, and on our school’s [COVID-19 updates website](#). This site also provided helplines for school and community resources. Surveys were administered monthly to assess family needs with regards to food, technology, mental health, shelter, and other services. Ongoing communication through check-ins and surveys with families was essential to the success of our Distance Learning program, and addressing the needs of

families. Stakeholder survey results were analyzed and used to measure the effectiveness of our Distance Learning program and identify additional resources and/or support services our families needed.

On the 10th week of Distance Learning, an [update was issued to parents and students](#) of upcoming meetings, culminations/graduations, summer school and links to resources for families.

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

On March 13th, a [letter was sent home](#) to families informing them of the availability of “Grab and go” breakfast and lunch meals for the siblings, family members and neighbors of the surrounding the Accelerated Schools (TAS) community. Meal distribution for families took place daily at our school site, in a non-congregate setting with the option pick-up or curbside service, led by our food service representatives. Our site distributed over 1,200 Grab and Go (Breakfast & lunch) daily.

On April 3rd families were notified of our school’s continuing meal services and were also provided with a list of local [LAUSD Grab and Go](#) Meal Centers and the link to [Food Centers in LA](#) during COVID-19, which was also on our [school’s website](#) communicated to families via email, Class Dojo, and shared with families during Zoom meetings and check-ins. All communication to families is provided in English and Spanish.

In addition, our school notified families of the [Pandemic EBT application](#), funds for purchasing groceries, and the [link to apply](#).

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

Wallis Annenberg High School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The [notification letter](#) with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school’s website under COVID-19 Resources as a result of the Governor’s Executive Order N-45-20. To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.