

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Para Los Niños Charter Elementary	Norma Silva, Principal	nsilva@paralosninos.org (213) 239-6605	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.

Para Los Niños Charter Elementary School is offering 348 students a structured Distance Learning program that continues supporting the whole child—their academic, social-emotional, and physical development. Teachers gave packets for the first week of Distance Learning. Continuing the communication line with parents through Class Dojo, Remind, and One Call, teachers began connecting with parents to initiate Zoom classrooms and pre-recorded lessons on various platforms. A survey was implemented within the second week of school. Teachers, Administrators, Instructional Assistants also followed up with phone calls – all but 3 families were reached for the survey. On the third week of the school closures, Para Los Niños implemented a Technology Device Loan Program, providing up to 199 Chromebooks and iPads to 57% of our students who communicated a need for a device, along with some hot spots for families, and information for parents to access free internet. Parent workshops were held via Zoom, which were mostly accessed by phone. Parents were informed of the structured Distance Learning Program, the schedules for the various grade levels, Community Resources Hotline, and the Tech Hotline. Through the continuous programming of Para Los Niños Integrated Services, our 275 families received 600 food boxes (to date), school supplies, and other basic items.

Professional development opportunities were created for teachers at minimum once per week during the Distance Learning period, and guided planning time was supported for teacher to have access to administrators for further support. In addition, our school continued with our professional development to implement our new English Language Arts program virtually. A highly attended virtual Café de Padres (Coffee w/the principal) was held, together with our School Psychologist and Mental Health specialists, to share how to talk about the pandemic to students developmentally, how to support students, how to care for themselves as the caregivers, and how to reach out to our School’s Community Resources Hotline which was linked to our school’s Case Manager. In addition, we have a Technology Hotline for parents where they can reach someone live. Awards programs for Trimester 2 and End Year were held. 96% Parent conferences were held during the Distance Learning Period to cover Trimester 2 and the first month of the Distance Learning Period.

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

Teachers received guided support to structure the week in order to provide small group differentiation and instruction for English learners and all students identified as needing additional differentiated support in all ELA, Spanish Language Arts, Mathematics. Teachers and Instructional Assistants provided language development support, opportunities for small group guided practice, and feedback for English Learners to have access toward grade level standards. A technology hotline during school hours was provided for parents/guardians to receive support on

specifics, such as logging on, Google Classroom, accessing Zoom, class schedules, etc. Teachers and Instructional Assistants also called parents when students were not present, reminded them of recorded lessons so that assignments could be made up. Low-income families were especially impacted by not having a device or needing more than one device to participate in live-lessons. In these instances, we provided for families to receive a device and when available, a hot-spot to support with accessing the lessons and curriculum online. Our Integrated Services meetings focused on student attendance, family challenges, and well-being. Follow-up calls to families were made in much the same way that we were set up to do, but with larger numbers due to absences or lack of follow-through with student assignments. All families had multiple contacts by phone, by email, by One Calls. Through Integrated Services, families also received continued Mental Health therapy sessions, along with support with community resource guidance.

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

A high quality distance learning program was created, as we continued our educational approach and moved to a virtual setting. Para Los Niños teachers and Instructional Assistants received professional development on the different platforms and strategies to make Distance Learning possible. Distance Learning lessons were provided at each grade level through a mixture of live and pre-recorded lessons, and access to recordings of missed lessons. Informed by our Mental Health department as a part of continued Integrated Services, Community Meetings were continued virtually by the classroom teachers at all grade levels to address students' social-emotional development at this crucial time. Standards-based lessons in English Language Arts, Mathematics, Inquiry in Science/Social Studies, and Spanish Language Arts (for students in the Transitional Bilingual Program) were collaboratively planned and delivered by teachers using various platforms. Integrated English Language Development was embedded in lessons. When possible, differentiated support was provided within lessons, but occurred mostly through a structure of small group instruction on alternating days, especially for English Learners, and students whose teachers identified as needing additional support. Parent Communication was also optimized through One Calls, Zoom informational meetings, Class Dojo, Remind, and through direct phone calls. Parents were called to ensure that students participated in their virtual classrooms. Contact was made when students were absent by the teacher, Instructional Assistant, Office Staff, administration, and the Case Manager.

Students with IEPs received Special Education support by the Resource Specialist Program teachers, SPED Instructional Assistants during class lessons, and within small groups to address IEP goals as best as possible. Virtual IEP meetings continued to be held, as the school personnel worked to respond to the needs of students with IEPs.

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

Our approximately 275 families come to the Los Angeles downtown area from many zip codes and cities, some usually use the bus for transportation. Due to loss of jobs, lack of personal transportation, we responded to their needs by providing large boxes of shelf-stable food. Our school partnered with LA Food to provide two distributions per month during April and May, and 300 boxes per distribution. These food boxes contained large bags of rice, pasta beans, fruit and canned vegetables, oatmeal, healthy chips, soy/almond boxed milk, etc. Another distribution is planned for late June. All CDC guidelines of social distancing and PPEs (including masks, gloves) were followed when implementing the distribution to families. Families were called using One Call and individual family calls by staff, along with postings on Class Dojo. A total of 600 food boxes were distributed to 275 families over the period.

We also sent several communications to families with information on where they could access free meals in their local neighborhoods.

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

No supervision was provided for families during this time. However, understanding the needs of our families, support was provided through Parent Meetings providing parents/caregivers specific information on how to support the children emotionally, and actively through school, our daily virtual afterschool program which provided continuous music lessons for students at home and other live support on arts and crafts, and virtual field trips. Community Resources were also shared for families in crisis. Parents/guardians received information through phone calls and direct postings and had access to call the school's hotlines for Community Resources and Technology. These were not child care, but resources for families on what they can do with children at home.

California Department of Education
May 2020