

# 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.

There were a number of changes that took place at the PLN Charter Middle School (CMS) in a response to the COVID-19 emergency. First and foremost, our educational model shifted to one that was primarily online. Teachers began to teach classes the first Monday after we closed the physical site--all content areas were covered and a system for parent contact and involvement was put into place. All of this was done with the goal of continuing the student’s educational experience as seamlessly as possible with minimal interruption. For students, this then resulted in a program that, although different, still provided a continuation of the core academic classes including PE, ELD, and RSP requirements for students with IEP needs. We also centralized all of our communication through a central source (Class Dojo) in order to make sure we were reaching all parents and information was conveyed in a timely and relevant manner.

There was a transition period as we worked to help families get connected online, connect to Class Dojo and Google classroom (both of which students were already using), get students online in their classes, and refine our system. In addition, we surveyed parents on their technology needs in order to make sure that they would receive the resources that they needed. Families were also informed on school and local resources related to access to free food, internet access, and other concrete supports. After the first few weeks, we were able to move on from building structure to building teacher capacity to teach in the online forum. This resulted in over 70% of students with regular attendance and over 95% of our students having logged on at least once into an online class.

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

CMS was able to meet the needs of our EL students primarily through maintaining the same structure of both Integrated and Designated ELD. Students were still expected to attend a daily ELD lesson and were provided additional support opportunities to help them in their language acquisition. In our capacity-building with teachers, we also focused on incorporating additional strategies for students to help them build their speaking and listening skills along with reading and writing.

For our low-income students, we focused primarily on removing barriers from their access to the curriculum and resources. We provided numerous opportunities for students to receive technology and set the up for internet access facilitated through numerous communication channels which we employed (Class Dojo, phone calls to families in English and Spanish, texts to families, utilizing our school website). In addition, we provided students with Wi-Fi hotspots as needed. We also made regular calls to families in order to ensure that students that were

identified as 'at-risk' were followed-up with. Lastly, we participated in an organization-wide "Resource Task Force" which was used to help support students and families that had fallen upon significant hardships during the shutdown. By doing this we were able to provide concrete supports for students whose families were struggling, in order to ensure that students had the minimal interruptions and distractions to their learning. Concrete supports ranged from access to free food and financial support (through grants) to pay for groceries, rent, utilities, and other needs.

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

After the initial two weeks of establishing the new school structure for the year, we revamped our professional development plan in order to focus on providing high quality instruction within the online setting. This worked in tandem with teacher peer observations and administrator observation rounds to ensure that best practices were put into place. This helped teachers to incorporate new resources to support students in their online learning as well as ensure that the distance learning opportunities were of the highest quality.

Our focus on instruction also worked in conjunction with giving teachers planning and sharing time with each other. Teachers were encouraged to share resources and work within grade-levels in order to implement consistent strategies. An additional benefit that came of this common planning time was teachers working vertically across grade-levels in order to share new teaching techniques with their peers.

This was then facilitated by a streamlined structure by which students could access live and archived lessons and have there be as few barriers as possible for students to access the curriculum. Teachers provided almost all lessons live on a daily basis and then within those classes, differentiated instruction for students with varying ability levels and incorporated SWD staff to support students with highest needs. In addition, we leveraged paraprofessional support staff to track student engagement and attendance and regularly communicate with parents to make sure that students were participating on a regular basis.

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

Our organization (Para Los Niños) partnered with LAUSD to provide several opportunities for meals for all of our middle school students on several days every week. Our most negatively impacted families were also offered weekly essential food boxes through a grant the organization received early on in the closure. Through it all, we ensured there were several ways that students and families could connect to staff if additional resources were needed. Since we had families that came from so many other areas of the city, we also helped parents find relevant resources that they needed in their areas. Lastly, all of this was conveyed through regular school newsletters, weekly bilingual phone calls to families, and direct 1:1 communications with families.

This process was done while recognizing that students and families needed to maintain social distancing. A rigorous protocol was put into place to ensure that students and families that were receiving meals did not come into contact with staff and maintained distance from one-another.

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

Due to our in-house after-school program we were able to provide additional virtual resources to parents to keep students engaged past the regular school day. Our days ran from 9:00 a.m. – 1:00 p.m. with live lessons and then followed up with after-school teaching that took place

from 1:30 p.m. – 4:00 p.m. every day. This gave students opportunities for tutoring and enrichment outside of the school day to help keep them engaged for an extended day.

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