

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Para Los Niños - Evelyn Thurman Gratts Primary	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org 213-481-3200	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-Evelyn Thurman Gratts Primary Center is providing 272 TK, K, 1st grade students an intentional, structured, consistent daily Distance Learning Program with the objective to support the social-emotional, physical and academic growth of the child. As of March 13, 2020, students have received homework packets via mail to compliment lessons posted on Nearpod and live lessons on Zoom. Teachers and the Instructional Leadership Team (3 teachers) supported the development of the homework packets to be distributed during Food Distribution days and/or via mail. Students received a total of eleven homework packets which include differentiated language arts/phonics activities and math. The weekend following school closure, teachers were provided excel spreadsheets to collect imperative data to guide our Distance Learning program design and assess the needs of the community. Teachers/Instructional Assistants/Support staff collected data/information regarding access to technology, internet, hotspots, guardian-parent work schedules, need of food/services and update of address/contact information. During this time, teachers/instructional assistants and support staff have communicated with families via telephone every Tuesday to check-in with families-all calls were documented on a Parent Contact Log. The principal utilized the school wide message system *OneCall* every Tuesday to update/remind/inform families of any items and to check-in and on Thursdays to send messages to students about their responsibilities with homework, behavior expectations during Zoom and Nearpod lessons. Para Los Niños-Evelyn Thurman was able to provide/distribute 90 students technology to support their learning via Distance Learning. Technology was distributed using the following critiera-students with IEPs, students with mental health sessions and students with active Student Success learning goals-72 out of 90 technology devices distributed were to English Language Learners.

Parents were provided learning/engagement opportunities via Zoom through our Coffee with the Principal (2nd Wednesday of the Month), Learning with the Principal (4th Wednesday of the Month). Topics included- Distance Learning TK, K, 1st grade schedule, viewing of learning platforms, creating schedules at home and resource availability. Our Parent Center Family Case Manager, maintained various opportunities for parents to gather via Zoom to discuss/dialogue any wonderings and concerns.

Teachers used our Standard Based Report Card to guide their development and planning of lessons for the 3rd trimester. Teachers provided 4-English Language Arts lesson, 3 Math, 3 Science/Social Studies on a weekly basis. Teachers maintained a Grade Level Distance Learning Scope & Sequence on google drive, which permitted the team to edit and the principal to review that 3rd Trimester standards were being presented through the Student-Paced lessons on Nearpod. During live sessions on Zoom, teachers continued to provided our Learning Academy small group instruction. They grouped students based on progress monitoring data completed before the school closure. Small group instruction occurred 3-5 times a week-each group with a specific learning goal. Instructional assistants supported small group instruction

during Zoom Breakout sessions. Learning Academy model- students within a grade level are grouped into foundational skill groups. During the Learning Academy students receive focused instruction in the skill their DIBELS and EL Education data indicates requires support. Students participate in Learning Academies five days a week with the support of teachers, instructional assistants and additional staff.

Every 2nd and 4th Wednesday of the month, support staff and our mental health personnel gathered via Zoom to discuss/dialogue about any student/family concerns that might have been brought up during weekly teacher communication with families. This platform provided staff and opportunity to refer families to any resources available to our Para Los Niños resources.

Teachers and Instructional Assistants completed End of Year DIBELS and EL Education Spelling Inventory assessments. This information will be utilized to develop learning goals for each student.

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

Teachers maintained the Learning Academy model* 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, 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. Para Los Niños-Evelyn Thurman was able to provide/distribute 90 students technology to support their learning via Distance Learning. Technology was distributed using the following criteria-students with IEPs, students with mental health sessions and students with active Student Success learning goals-72 out of 90 technology devices distributed were to English Language Learners.

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.

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Every week teachers/instructional assistants/support staff attend grade levels to build capacity and understanding of the virtual learning platforms Nearpod, Class Dojo and Zoom. Our Grade Level Scope & Sequence provides a platform for planning of standards, small group Zoom session topics, homework to compliment Nearpod lesson sessions.

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

Para Los Niños has partnered with several groups to continue to provide food to our students. Evelyn Thurman Gratts with the partnership and service from School Nutrition Program has been distributing 5 days' worth of food every Tuesday and Thursday 10:00am-12:00pm. Students receive breakfast and lunch requiring minimal heating. The school site will continue to have food distribution days through August. Families

were called using One Call and individual family calls by staff, mental health providers, along with postings on Class Dojo. A total of 4000 meals are distributed to school families and community members each week. Also, we were able to provide dinner meals provided through a grant provided by council member Gil Cedillo. The grant provided dinner for 130 school families, which they picked up every Friday for six weeks.

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

Our before and after school care program has provided virtual resources to families. Community Resources were also shared for families in crisis. Our daily virtual afterschool program which provided continuous music lessons for students at home and other live support on arts and crafts, and virtual fields trips. No supervision was provided for families during this time.

California Department of Education
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