

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Upon deciding to close our school building and move to distance learning, we adjusted our program in phases to address the learning needs of students.

Phase One: Students were given a two week packet of work to take home with them on March 13th, aligned to the curriculum to continue learning for the first two weeks of school closure. Teachers called every student one to three times every week to check-in on the student and gather information regarding needs, including technology.

Phase Two: ECP transitioned to online learning on June 6th by creating a Distance Learning webpage. This page provided a summary of our program, resources, daily schedules for every grade, and links to online platforms and lessons. Students spent, on average, 15-25 hours a week on lessons consisting of zoom synchronous and asynchronous lessons, google classroom work, and using online learning platforms aligned to our curriculum (Zearn, Khan Academy, and i-Ready). We implemented teacher office hours for students and families to reach out with questions or concerns.

We prioritized community-building time by implementing advisory at least twice a week. Teachers also had time to collaborate and develop their online teaching skills by having one day a week without synchronous instruction. All laptops were dispersed to students based on the

phone survey. We soon realized our survey wasn't accurate, so we ordered more computers. Unfortunately our order was delayed for over 2 months.

Phase Three: Teachers created aligned packets for pick-up to increase access to academic support and materials. We mailed the first set of packets to all students who needed one and scheduled future packet pick-up days every 2-3 weeks. Teachers supported students who only had packets through phone calls.

Overall we had a weekly participation rate of 80-90%. Participation included a variety of participation methods.

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

In creating our learning plan, we knew that students would need additional support. We reassigned staff to increase support for students resulting in 1-2 more staff members to support each grade with differentiation, small groups, and translation support.

Every homeroom led data-based math and ELA small groups weekly. Students worked at their instructional level on i-Ready. Every teacher hosted 30 minute office hours daily to provide support. We tracked participation and followed up with students who weren't participating regularly.

We provided English Language Development through a variety of strategies: small group ELD lessons, daily language practice, lessons through the use of tools like Flipgrid to reinforce speaking and Nearpod to reinforce collaboration, and breakout rooms to provide students support in smaller groups.

We piloted Humanities in middle school, where the English, History, ELD, and SPED teachers co-taught a 1.5 hour combined class. For the first 45 minutes, students were on zoom live together and using Nearpod to support interactive learning. Many supports were offered during this integrated time. Then, students went into breakout rooms on zoom for targeted support in reading and writing in response to the reading. Students were intentionally grouped so that they were receiving the support that they needed in a smaller group with a teacher. The LTELs received designated time with a teacher during this time, and got focused language support while reading the grade-level historically-based novel. This allowed us to maximize the amount of teacher support and provided a space for English Learners to work together on the core content with structured supports such as sentence stems, graphic organizers, guided questions, discussion protocols, target vocabulary, etc.

Lastly, we constantly connected families to community resources to support them in accessing free internet, food, disaster relief, mental health support, and more.

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

Curriculum: We continued to use grade-level material that most closely aligned with our curriculum (Zearn, Benchmark, NewsELA, CommonLit, i-Ready)

Teacher Support: Teachers pivoted quickly to online instruction and needed support to do so. They received development on planning, organizing content, and using Zoom and Google Classroom. We focused on increasing student engagement using Nearpod, breakout rooms, flipgrid, and google classrooms. Teachers were supported through modeling, practice, and continued teacher coaching. We used a weekly pupil-free day to allow teachers to meet as a grade level team, share successes and work through challenges. This allowed teachers to make quick growth. Teachers rated the support received as 95% 3, 4 or 5 on a 5 point scale.

Grading Policy: We created a distance learning grading policy, aligned with state guidance, to show student progress without being punitive.

Attendance: We adjusted our attendance-taking procedures multiple times to capture all ways that a student may participate and had a participation rate between 80-90% weekly.

Continual Growth: Our whole team continued to research, attend webinars, and meet in focus groups to identify improvement areas. This allowed us to consistently make growth with our distance learning program.

Mental Health Support: Our counselor continued to meet with students to provide virtual counseling, modified our risk-assessments to be conducted virtually, created a virtual calming room, and posted daily activities to help families stay connected and to support mental health.

Surveys: We gathered data from students, families, and staff regarding distance learning. 60% of parents rated the effectiveness of distance learning a 4 or 5 on a 5 point scale, while 7% of staff said the same. 65% of students shared that they sometimes understand assigned work and 56% always get help when they need it. This data, in addition to their given suggestions, will help us improve.

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

Upon school closure, we secured access to school meals for our families through our neighboring school, Arts In Action. Their school is directly connected to our school building and they were fully equipped to serve our families consistently during school closure.

We posted this information on our distance learning webpage under resources. We also continued to re-share information about food access in the city of Los Angeles. We also

provided additional information around food drives, P-EBT cards, and other such services that would help our families.

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

We consistently shared resources with families to support them during this challenging time. Specifically, we shared the LA County Resource & Referral Agencies flyers and information via social media to support our families in finding care, if needed.

California Department of Education

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