

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Discovery Charter Preparatory. #2	Dr. Karen Smith, Principal	ksmith@discoveryprep.org (818)359-1656	June 4, 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.

Prompt #1: [Changes to program offerings and major impact of the closures on students and families](#)

- What was already in place & continued
- What was added to address needs
- Differences by program or grade level
- Differing levels of support (student groups)
- Long-term plans

Preparing for Launch

- First challenge was to provide professional development for teachers and staff. Before embarking from home, we gave the teachers three days to work with colleagues to prepare for instruction using Zoom and Google Classroom. Some teachers were already familiar with Google Classroom.
- Students at Discovery Prep (DP) have a 1:1 ratio with chromebooks. Teachers use Google Classroom which was a real advantage. The two real challenges were to get free internet for all students, which wasn't easy, but Spectrum donated internet service for all students and when there was a problem they provided a hot spot or took care of the problem immediately. DP's staff was very supportive in making sure parents and students new that there was help if they had problems adjusting or bad reception. Office Staff's duties were altered to provide as much interaction with students and parents in the pandemic.

Attendance:

- Monitor attendance by making sure that all teachers are submitting attendance for all periods.
- Revise the attendance to make sure it is as accurate as possible. After revising the attendance, I call parents of students who have been marked absent for 1 or more periods.
- At the end of my day, I revise the attendance once again to make sure it is as accurate as possible. I then send a blackboard message to all of the parents of students who have been marked absent for all periods.
- This message alerts the parents to please make sure their student(s) log into the assigned online classroom.
- Close attendance at the end of the day.
- After closing attendance for the day, I inform our AP on how many absences we have for that day.
- Revise attendance and speak to students and parents regarding attendance, I try to think of new ways we can improve attendance.
- Participate in weekly meetings with staff and parents to stay informed and up to date.
- Attendance is also taken in various ways such as completed work, online contacts through google hangout, google classroom and learning packets. If students are not completing work or participating in Distance Learning, teachers are contacting parents, administrators, counselors, and/or refer them to outside community resources to work with families to develop plans for student engagement based current needs.

Distance Learning and Technology

- Each student has their assigned School Chromebook which they take home with them for use on Distance Learning. Additional spare Chromebooks and tech support is available by the Discovery Charter Preparatory School if needed. Students are working on lesson plans and receiving instruction from their teacher through Google Classroom and Zoom platforms. Please note attendance is taken daily, per period. Our goal is to help transition students into Distance Learning and to ensure there is continuity in our student's education. Our special education students and their families continue to have access to all services from their teachers.
- Students are emailed a link for Zoom meetings before each class so that every class is a Zoom session. Students are following a schedule and attending every class meeting. Teachers are utilizing Google Classroom to have students view class work and assignments that need to be submitted. Students are utilizing their home internet in order to attend Zoom school meetings. Students in need of internet are directed to contact our Internet Service Provider Spectrum/Charter as the vendor is offering 60 days of free internet bandwidth. 100 percent of our students have been able to access Google classroom and Zoom. A Chromebook and internet access has been provided by Discovery Charter Preparatory School to all of our students.
- Roles of leadership are to observe entire lessons via zoom, attend department, grade level and leadership meetings as well as office staff to address concerns and find solutions to problems that might arise. Attend webinars from local, state and federal agencies including Center for Disease Control and Prevention to provide all stakeholders with the most up to date resources and practices. Facilitate reoccurring parent meetings where we provide updates and address any concerns they might have. Host IEP's to ensure students are receiving adequate support. Host board meetings to report to our Board Members of changes and plans to ensure Discovery Charter Preparatory School is continuing to provide the level of rigor and supports to all students.

- Athletics are on hold until further guidance is provided by local, state or federal agencies and an agreement is reached by all league members to re-establish CIF athletics.
- Students have had access to our campus for SAT testing, to provide adequate WiFi connection without any interruptions.

Services and/or accommodations for students with disabilities

- During the Distant Learning Days, Discovery Prep is providing special education services and other accommodations as required in a student's Individualized Education Program (IEP). Students with disabilities are able to receive distant instruction and have accommodated/modified assignments embedded in our programs based on their current IEPs. Annual IEP meetings will continue to be completed either by videoconference or over the phone with parent's consent including related services.
- Google hangouts
- In order to hold teleconference or videoconference IEP meetings, the IEP team is currently following all federal and state guidelines for notifying parents and guardians **and** obtaining parent and/or guardian consent. Discovery Prep is currently sending consent pages electronically via docusign while schools are closed.
- DIS services are provided via teletherapy services and/or virtual therapy sessions during the remote learning period. Regarding special education evaluations, only assessment measures that can be administered remotely can continue at this time. This excludes the majority of evaluations administered as part of special education evaluations. Discovery Prep will resume the portions of evaluations that require in-person administration and observations once the school site re-opens.

Communication Process

- Website updated as needed with new information posted about access to free food, COVID-19 small business support, mental health services, shelter, free online tutoring and free internet. Website provides access to Google for translation when needed,
- All communication is done in English and Spanish
- Text, phone calls and emails are most successful.
- Parents are notified by text, phone calls with new information. They are informed when new information is posted on website.
- Weekly Virtual parent meetings each week. 5:00 pm English, 6:00 Spanish
- Spanish-speaking staff contact students and families to do additional "wellness" check-ins, even if we were in touch with the student regularly.

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

Please refer to first question. It applies as well.

We are currently providing support using the following tools:

- Instructional videos
- Online access to educational programs
- Virtual live sessions
- Parent consultation
- Zoom

Below is a chart that teachers use when lesson planning. It demonstrates the versatility and sophistication of our teachers in the way they transferred to Distance Learning. We have a blend of new teachers as well as expert level teachers that did a great job of collaborating to ensure DP students would have a positive Distance Learning experience.

Mental health and stability have been challenged; as a result our focus is on assuring DP families are taken care of. A team of staff was created (parent liaisons, office staff, student success coach, DIS Counselor, Academic Counselor and Assistant Principal) to check in with families and at-risk students on a daily basis where solutions and or resources are provided.

Strategies are woven into all students because of the demographic of students we serve.

Suggested Options to provide better support	How online learning is addressing all at-risk. Students (EL’s, LTEL’s, Special ED and Foster Youth	Sources and/or platforms
Preferential seating	Student learns in front of a computer and the family chooses the learning environment.	Laptops Virtual environment Chromebooks
Reminders to stay on task Task List	Teacher sends student email reminders about missing assignments, as well as copies of their grades. Student receives verbal and written reminders about what it is due. Student receives an agenda for each zoom session.	Email Google Classroom Zoom
Use of visuals	Classes are using many videos for student to watch. These videos may be replayed multiple times allowing the student to take notes and work at her own pace. Student can also reach out to instructor for additional resources for	Achieve 3000 YouTube videos Various Videos Corresponding worksheets

	supporting gaps.	PBS Google Questions Readingcounts.com Audible.com Email Nearpod EdPuzzle Google Slides Commonlit.org Ver-taal in Spanish. Khanacademy.org Deltamath.com Kahoot.it Kuta.com Ixl.com
Graphic organizers for writing assignments	Visual display or charts are provided to student during their distance learning instruction. Teacher generated graphic organizers are used to scaffold and support student learning.	Google Doc Readingcounts.com Audible.com Email EdPuzzle Nearpod
Check for understanding	Teacher checks for understanding during lessons, collaborates with Resource teacher in and out of the virtual classrooms in order to ensure understanding, Teacher sends emails and private chats to check for understanding.	Zoom Gmail Google classroom
Calculator	Calculators are embedded in math programs	Khanacademy.org Deltamath.com Kahoot.it Kuta.com Ixl.com
Follow Behavior support plan, a break every 15 mins or as needed (up to 3mins)	Work is done at student's own pace. There are many lessons and/or tests that can be stopped at any time. Student can take a break whenever needed. Student should note to save after each question so that if she closes the browser or wait too long to complete a	Achieve 3000 EdPuzzle Nearpod PBS CommonLit.org Google Slides

	test or a quiz, she would not lose their work.	Google Questions
Re-Teach	Student is allowed to go over lessons/materials with Resource teacher during office hours and/or afterschool	Zoom Meetings Google Hangouts
Support with Task structuring	Teacher scaffolds lessons in order to improve student engagement	Zoom Google classroom Various Videos Corresponding worksheets PBS CommonLit.org Google Questions
Build Positive Rapport	Teacher is available during office hours via zoom and via email all other times. Teacher Lead social emotional lessons every Friday.	Zoom Emails Google classroom
Positive reinforcement to help improve compliance	Use of PBIS rewards for engagement, responsibility, respect, kindness, being on task and punctuality. Student of the month. Positive responses in assignments verbally in zoom, comments and emails and assignments. Reactions/Chat on Zoom	Zoom Email Google classroom Phone calls home PBIS Rewards

Prompt #3: Steps taken to deliver high-quality distance learning opportunities

- Schedule
- Attendance/assignment tracking (quantify engagement, if possible)
- Assessments/grading
- Teacher PD
- Parent Supports
- Social Emotional/Relationship Support

We are currently providing support using the following tools:

- Instructional videos
- Online access to educational programs
- Virtual live sessions
- Parent consultation

- Zoom
- Google hangouts

Parent Support – Please refer to Prompt #5

Schedule

- During the first two weeks the regular school schedule was implemented. 8:00-3:30
It was assessed that this the number of hour was too strenuous for teachers, students and parents. Also, many students did not attend first period.
- As a result, after surveying parents and teachers, the schedule was changed to M-W-F with 30 minutes classes with breaks. Time was changed to begin at 9 a.m. with the hopes of motivating students to be on time.

Professional Development

- In the coming weeks, Tuesday and Thursdays were used for Teachers and tutors to provide students with additional support to as part of their office hours.
- Teachers used Tuesdays and Thursdays for PD, department, grade-level meetings and IEP meetings.
- Every Friday is a Faculty meeting after school.
- Special Education services were provided either after school or on Tuesdays and Thursday.

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

- Discovery. Prep's website updates all options for meals to be picked up. We have several schools in our area that were offering meals.
- Due to staffing constraints, students and their families are being referred to LAUSD Grab & Go Food Centers. Discovery Charter Preparatory School's website continues to be updated with the latest list.

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

In order to provide supervision, DP utilized its entire Office Staff. Besides their regular duties, such as: taking attendance, calling home if student was absent, they assist the Success Coach and Administration in keeping in constant contact with parents and students. Many students have demonstrated stress and depression from being at home and the unrest of the COVID-10Is also responsible for making sure that

students and parents are doing well. They take time to check in on them, call students to praise them for coming on time to school every day or turning in all of their homework. Checking in with the families is so important, especially concerning mental health. Zoom supervision between Mondays, Wednesdays and Fridays between 9:00am and 1:00pm. Additional supervision is available on Tuesdays and Thursdays as needed and or per request between 8:00am and 3:30pm. We also informed families that they can call the state wide consumer education hotline at 1(800)KIDS-793 or go to the website at <https://rrnetwork.org/>

Working from Home: Daily/Weekly Duties

- Successfully distributed Chromebook and chargers for home use to student body before last day of campus instruction with IT Dept.
- Maintain DP's digital based educational programs; Achieve 3000 and Illuminate Edu.
- Respond to teacher and student emails concerning technical issues with Achieve 3000, Illuminate Edu. and Chromebook related issues.
- Resolve technical issues for Achieve 3000 and Illuminate Edu.
- Keep information on loaner Chromebooks updated.
- Assist Student and Family Success Coach and teachers by contacting and informing parents of students of concern and set up tutoring.
- Distribute PBIS points to students for Achieve 3000 daily and weekly top scorers.
- Call parents to remind them about child's speech class
- Assisted students that needed help in logging in to the zoom classes.
- Phones: Answer work phones Monday through Friday from 7:30 a.m. to 4 p.m. which consists of:
 - Answering a variety of questions throughout the day from parents, students, and others.
 - Direct calls to other staff members who can better assist if I cannot provide a satisfactory response.
 - Relay messages to particular staff members when a message or response is required from a particular staff member.
- Compose and respond to emails Monday through Friday from 7:30 a.m. to 4 p.m. on a need basis.

One of the most integral parts of our supervision is the Student and Family Success Coach coordinates and provides academic support for targeted populations of students based on data driven approaches to improve overall student achievement. Academic support encompass after school tutoring, in-class tutoring, small group tutoring, and test preparation. The Success Coach works with teachers to identify students who are not meeting benchmark standards or who simply need extra support during the class period. These students change on a weekly basis. Weekly grade check reports that is shared with administration and others. Additionally, they contact parents to share the tutoring schedule they have created for their students, keeps track of attendance, daily keeps in contact with teachers and maintains administration informed or progress.

- After school and small group tutoring students are identified through weekly grade checks. If students are failing three or more A - G courses, they must attend after school tutoring daily, for a minimum of one hour, until the next grade check. If students fail to attend tutoring phone calls and texts are sent out to the parents, the Student and Family Success Coach has daily contact with a minimum of 7 parents/guardians.