

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Watts Learning Center Charter School	Kelly Baptiste, Director	kbaptiste@wattslc.org 323.754.9900	June 25, 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.

Watts Learning Center Charter School provides a rigorous academic program that prepares students for the 21st century with a world class education, through hands-on, standards-aligned curriculum provides students with an integrated approach to learning with literacy as the foundation.

On March 4, 2020, Governor Gavin Newsom declared a [State of Emergency](#) to help the state prepare for broader spread of COVID-19. This prompted the Administrative Team at Watts Learning Center Elementary and Middle Charter Schools to initiate the planning for school closure, development of a ***Distance Learning Plan***; identify ***Professional Development Needs*** for our teachers; Implement a ***Technology Needs Assessment***; and ***identity/provide resources*** to support students and families. This planning process was then discussed at the March 12th Governing Board meeting.

Friday, March 13th was the last day of site-based instruction and all students were issued 2-weeks of coursework/assignments grade-level focus standards packets for English Language Arts and Mathematics.

In order to expeditiously contact all families, to conduct a ***technology needs assessment***, each staff member at our school was assigned a group of students/families to call, to identify technology and internet use needs, inform families of grab and go meal distribution, including shelter. By Monday, March 16th we started the distribution of Chromebooks at our school site. Delivery service of devices and/or Wi-Fi hotspots for those families unable to participate in our site distribution took place the following week. Families were asked to complete the Technology Device Loan Agreement, upon receiving a Chromebook for Distance learning. 100% of students were provided with a school-issued Chromebook. Information on where to obtain [free internet service](#) was disseminated to families and

uploaded to our school's website. Our school's administration has received positive parent feedback on the prompt implementation of Distance Learning and dissemination of Chromebooks. A series of "how-to" videos were created in English and Spanish on accessing Google Classroom, Zoom and web-based applications, for parents and students.

Watts Learning Center provided its teachers with extensive **professional development** training on setting up and utilizing Google Classrooms as part of Distance Learning; and implementing engaging Zoom meetings which continued during school closure. A team of teachers and staff were trained by our Tech Specialist to provide tech support for teachers, students and parents, as needed. All trainings were recorded

The development of the **Distance Learning Plan** took place that included synchronous and asynchronous instruction, student/parent and staff expectations and a shift in the roles and responsibilities of our staff to support the needs of our students. Teachers collaborated in grade level teams to develop relevant and accessible assignments for their students. Teachers created Google Classrooms with daily schedules for all students.

Every morning the Principal and Assistant Principal led a staff-wide morning huddle aimed at developing connections among school staff and in order to maintain a continuity of learning. An additional huddle took place each afternoon led by teachers, with a focus to stay connected on student wellness, and discuss student/family needs. This practice was essential in creating a sense of comradery and high expectations among all staff, during challenging times.

Throughout distance learning, our staff communicated with students/families on a regular basis via phone calls, Parent Square, and text messaging. Virtual parent meetings were scheduled by teachers and school staff to provide updates on their child's academic progress, and/or to address issues of a lack of student participation, when applicable. The Student Wellness Committee was developed to provide weekly updates to families/student via phone calls, especially for our vulnerable student groups. The Principal hosted Community Council to provide families with updates, and identify family needs. Modifications and/or changes were made to Distance Learning as needs and challenges were identified by parents, staff and students.

By March 26th, 100% of our students accessed distance learning.

The transition to Distance Learning required the following **modifications** to select course offerings:

- Music, Chess, Violin, Choir & Yoga were offered via live Google Classroom sessions
- Physical Education included pre-recorded videos and live sessions from the PE Coach to support all students
- Girl's Inc. took place via live sessions on Google Classroom

The **major impact of school closure** on our **students** was stressful, isolating, for others their learning environment was distracting and not conducive to learning, while others thrived because of the lack of distractions at home. These sentiments were shared by students during check-ins with school staff, and educators. **Parents** informed us that the impact of distance learning (school closure) has been challenging, stressful, in addition to job and food insecurity. Parents informed us, they were very appreciative of the ongoing communication between school-and-home and the plethora of resources that were provided to them.

For **Students with Disabilities (SWD)**: A letter was issued to all families with Students with Disabilities via U.S. Mail and electronically providing the information on the transition to Distance Learning as a result of COVID19 School Closure and the methods by which the school would continue to deliver high quality educational opportunities to SWD through other options, such as distance learning and align its program to the extent practical to Students with Disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the IDEA. The Educational Specialist provided push-in and pull-out during General Education Zoom sessions and consulted and collaborated with general education teachers to provide support. The Educational Specialists and Resource Teams held designated resource lab times using Google Hangout and Zoom. SWD were provided modifications/accommodations based on their IEP. Additional related service providers were provided in a virtual setting (Zoom) to the extent possible.

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

Approximately 98% of students at Watts Learning Center Charter School are Unduplicated Pupils (Low Income, English Learner, Foster Youth). The following is a description of the services that were provided for our Unduplicated Pupils (UP).

For **English Learners**: All ELs received designated and integrated English Language Development (ELD) by their teacher. Our teachers have embedded the ELD curriculum with Journey's ELA Curriculum. ELs accessed Learning AZ and Rosetta Stone to support English Language Acquisition. Teachers used videos to scaffold student learning. ELs engaged in distance learning through academic discourse with their peers. Students discussed problems and literature in online platforms including Google Meets and Zoom. ELs also engaged digitally in writing using a variety of media and digital platforms. ELs also presented projects orally using PowerPoint presentations and typed texts. Teachers and Instructional Aides provided academic support/intervention during office hours through small group and one-on-one instruction. Bilingual staff communicated with families of English Learners to provide them with updates on their child's academic progress; provide strategies to support their child at home during distance learning and to answer any questions.

The Principal serves as the **Foster Youth** and Homeless Liaison and conducted check-ins on a regular basis and ensured they were provided with a Chromebook, Wi-fi Hotspot, meals, groceries and social-emotional support. In addition, the foster youth liaison at LACOE was contacted to ensure community resources were provided to our foster youth.

For **Low-income**: The parent Coordinator and support staff conducted weekly welfare check-ins with families and provided them with community resources. Resources provided include but are not limited to Wi-Fi Hotspot, Food Bank locations, free daily Grab and Go meals, funds for groceries/food, and assistance with the Pandemic EBT application.

All Unduplicated Pupils received academic support/intervention from the Reading and Math Intervention Specialist via Google Classroom, whose focus was on vulnerable student groups and students who struggled academically. Teachers and Instructional Aides also provided small group instruction and support during office hours. Our students also had access to after-school Intervention. **Social/emotional support** was provided by the school support staff and counselor. A Google Parent Classroom was created to provide community resources and so they can access their child's Google Classroom. ELAC and Parent workshops continued to take place during Distance Learning.

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

Watts Learning Center Charter School implemented the following curriculum through **synchronous and asynchronous** modes of instruction using Google Classroom as the learning platform and Zoom meetings. Teachers created assignments on Google Classroom and set guidelines for submitting assignments. Students received daily schedules from teachers with deadlines. Google Classroom marks completed assignments with a timestamp indicating when the assignment was completed.

As a school that has implemented a 1:1 student to device ratio, most of the web-based/online supplemental programs were already in use as part of our educational program. Our core curriculum was also available digitally. The following includes the delivery of high quality Distance Learning opportunities that was provided to our students:

- **Core curricular and Supplemental Programs:** Journeys (ELA), Studies Weekly, [Achieve 3000](#), Zingy, RAZ Kids, Prodigy, ST Math, Moby Max, Mystery Science.
- **Attendance:** was taken daily by teacher using the attendance tracker
- **Go Guardian** was used to monitor student online activity and to assist multiple students at the same time.

Students were tasked with a daily mental wellness challenge that was intended to promote relaxation and mindfulness with activities that included positive thinking and relaxing music.

Students earned virtual learning award when they completed at least 80% of coursework on a weekly basis and attended instruction. The Awards assembly took place as a drive-thru for perfect attendance, honor roll, citizenship, Principal's List, and Nira Long Award. Our school hosted a drive-thru culmination for Kindergarten and 5th graders. The Champs Assembly took place as a video created by teachers recognizing students.

Academic support/intervention from the Reading and Math Intervention Specialist via Google Classroom, whose focus was on vulnerable student groups and students who struggled academically. Teachers provided academic support during office hours on a daily basis via Google Classroom and Zoom meetings. Co-teachers and Instructional Aides provided specialized academic support for students who struggled academically.

Social/emotional support was provided by the school support staff and counselor. A Google Parent Classroom was created to provide community resources and so they can access their child's Google Classroom. Our school's website also provided an [Access & Crisis Helpline](#) that was open 24 hours per day, 7 days a week. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am - 8pm. The contact information and link was provided to all families and was posted on our [school's website](#).

Training on accessing Google Classroom and web-based resources were provided to parents and students in English and Spanish. Our Director hosted [Coffee with the Principal](#) meetings in a virtual setting to provide updates on Distance Learning and served as a venue for parents to provide input and feedback on our program. As stated earlier, our Support Staff conducted weekly check-ins with families, especially for those students who did not actively participate and/or had missing assignments. Updates on Distance Learning and resources were sent to parents/families via [Parent Square](#). The Parent Coordinator was instrumental in bridging gaps during distance learning.

Our school hosted two virtual Council Circles based on Restorative Justice – Center for Council) where parents shared with staff in a group setting the challenges they have faced and accomplishments during the pandemic. The Council Circles generated high parent participation and engagement. 99% of parents surveyed were satisfied with our school's seamless transition to distance learning and the methods and frequency by which our staff has communicated with families.

Students, staff and parents were **surveyed** to measure the effectiveness of our school's Distance Learning Program; and identify areas of strength and growth. Results will be shared with staff and parents and used to improve the effectiveness of our program. Distance

Learning based as needs and challenges were identified by stakeholders that include but are not limited to recorded sessions, extended deadlines to complete assignments, and distributions of materials detailing community resources.

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

From March 16-27th - Watts Learning Center Charter School provided “Grab and Go” breakfast and lunch meals, via curbside pick-up, in a non-congregate setting, through a CDE waiver of the Summer Food Service Program (SFSP). Food distribution was moved to Watts Learning Charter Middle School’s site (1 mile from our school site) to ensure CDC health and safety guidelines were met. Our school also provided families with a list of [Los Angeles County Charter Schools and LAUSD Schools](#) that distributed free “Grab and Go,” meals, and this information was on our school’s [COVID-19 Resources webpage](#). Information on location, frequency, days and hours of operation were also provided on these links.

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

Watts Learning Center Charter School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the [school’s website](#) as a result of the Governor’s [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.