

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.

NASA began implementing our plan for distance learning immediately upon notice from the district and the state that schools would need to be closed, as of March 13, 2020.

Packets, including assignments and activities to provide student work for 2 weeks were provided, and distributed to students and their families during school dismissal on, Friday, March 13th. NASA also distributed ELA & Math student curriculum (textbooks, etc.) to students shortly after March 13. Teachers reference this curriculum during their zoom lessons.

School administration began developing ways for adding the use of technology to our Distance Learning Plan. It includes providing every family with a Chromebook and iPads. Over 90% of our families now have a device from the school. NASA works with families who currently struggle to obtain internet access. NASA assists these families in contacting vendors offering free internet service. NASA works with community partners including NEW Economics for Women, to provide hotspots to families with no internet

Teachers provide instruction to students via distance learning using Zoom and utilize software platforms such as Clever. Clever provides access to adopted NASA curriculum available online and many other educational applications. Instructional assistants assist teachers and help students and parents navigate the online world.

NASA implemented health safety measures advised by the Center for Disease Control and California Department of Education including hand washing, social distancing, routinely clean and disinfect surfaces and face coverings.

Although several of our teachers consistently provide instruction to 100% of their class, school-wide, we have reached approximately 80% of our TK – fifth graders. NASA has implemented the following plan to reach the remaining 20% of our students:

- Update family contact information
- Auxiliary staff to reach out to missing families
- Weekly updates through robo-calls to our families

- Following safe practices, Parent Liaison conduct home visits to missing students' families.

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

NASA is following the California Department of Education (CDE) guidance and guidelines. NASA helps teachers transition from brick and mortar to online learning to provide English Language Development (ELD) instruction to our ELs. NASA provided resources and professional development to equip teachers. NASA provides English Learners (EL's) Designated and Integrated ELD via distance learning in synchronous and asynchronous modes.

Through Designated ELD teachers develop students' listening, speaking, reading, and writing skills using California ELD Standards. They employ the ELD component of the adopted Benchmark Universe curriculum, which has online features for virtual learning. Also, teachers supplement their lessons with visuals, realia, videos, and online/TV content like the PBS channel.

Teachers provide Integrated ELD utilizing the California ELD Standards in tandem with CCSS for ELA/Literacy, CCSS for mathematics, NGSS, and the 2016 History-Social Science Standards. Students work in ZOOM, including breakout rooms, and Google docs. Teachers use strategies, such as SDAIE strategies, Bloom's Taxonomy and DOK levels, Thinking Maps, visuals, videos, L1, realia, and audio. They include collaborative work, discussions, interpreting informational and literary texts, and narrative, opinion, and informative writing.

Similarly, four of our teachers attended professional development on Designated ELD offered by the Los Angeles County Office of Education (LCOE). Furthermore, the ELD Coordinator supports and mentors teachers. NASA will continue to provide professional development and coaching to ensure that teachers keep developing the knowledge needed to support EL's. Collaboration among teachers is a distinct component in creating a positive environment, where teachers feel that they are not alone. During collaboration, teachers discuss instruction, strategies, and scaffolds to support ELs.

NASA is a Title I school and all of our students are low income students. What we have done addresses the needs of low-income students. Additionally we currently do not have foster youth.

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

NASA has been working on providing every family with a Chromebook and access to the internet. Over 90% of our families now have a device from the school. We continue to work with families who are currently struggling to obtain internet access. The following chart shows our current progress:

Grade	Enrollment	No Access (March)	No Access (June)
TK	19	1	1
K	72	9	3
1	71	9	1
2	74	7	1
3	68	22	4
4	62	8	4
5	64	6	2

Our staff will continue to assist these families in contacting vendors offering free internet service.

Teachers and instructional assistants are using the following software platforms and other applications to provide instruction to students:

- ZOOM
- Class Dojo
- Reading A-Z/ Raz Kids
- Clever
- Benchmark/Adelante

Although several of our teachers have been able to consistently provide instruction to 100% of their class, school-wide, we have reached approximately 80% of our TK – fifth graders. NASA has implemented the following plan to reach the remaining 20% of our students:

- Ask our Parent Liaison to conduct home visits to missing students' families
- Review student records to update family contact information
- Use auxiliary staff to reach out to missing families
- Send weekly robo-calls to our families

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

School administration updates all families via Parent Square on food distribution centers in the area. Updates are sent as soon as new information is available.

On April 15th and 16th, NEW Economics for Women, in partnership with the Food Bank, distributed 450 shelf-stable food boxes to NASA families. A majority of the families are not participating in the "Grab and Go" location due to fear of crowds, no vehicle and not familiar/trusted site. Families shared their thoughts and thanked us for distributing meals and shared their concerns about food accessibility. All boxes were distributed and the community would like for this service to continue weekly or bi-weekly. In order to support our families during this crisis, New Economics for Women (NEW), will continue to distribute meals at a safe and trusted location.

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

The school transitioned from brick and mortar teaching and implemented a distance learning instructional program. Our partners at New Economics for Women worked on supervision of students during ordinary school hours, but had difficulty acquiring funding. NASA provided information on a number of community resources available to our parents during school closures through our robo-call and information system Parent Square. Additionally, in an effort to assist with social emotional aspect of the separation from brick and mortar, NASA worked with Luminarias, our partner dedicated to the wellbeing of our students, parents and staff. Luminarias provides to our community a full-scope school-based set of services for mental wellbeing. Luminarias provides a set of workshops on depression, anxiety, stress from immigration, parenting classes, coping with divorce and separation, how to deal with violence in the community, bullying or intimidation, anger outburst, peer pressure, academic underachievement, grief and loss, and alcohol abuse. Despite school closure during Covid-19, our community is still receiving assistance from Luminarias.

Currently, thirty-two students, five parents and one staff member are receiving free services from Luminarias. This is an ongoing partnership and referrals to Luminarias are still accepted.

California Department of Education

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