

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Latino College Preparatory Academy (LCPA)	Martin E. Farfan, Director of Strategic Planning and Operations	Email: mfarfan@tfhe.org Phone: (562) 457-9481	June 10, 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.

Although Latino College Preparatory Academy (LCPA) was faced with unprecedented challenges during these COVID-19 times, the LCPA staff was flexible and committed to students. All remote learning and technology plans met the diverse needs of the community. Overall, LCPA was able to smoothly transition into remote learning since 100% of students already had Chromebooks that The Foundation for Hispanic Education (TFHE) provided as part of the curriculum. LCPA was able to provide hotspots to students that needed them in a timely manner. Teachers and students were previously familiar with Google Classroom and other Google communication tools utilized by the schools, which facilitated the process of students and parents connecting with teachers and administrators online and via phone.

Teachers were provided lesson planning training for remote learning and for utilizing technology to best meet the needs of all students (EL, SPED, AP, Social/Emotional, etc.). In addition, teachers were issued a remote learning lesson planning template to support their transition to remote learning in a uniform manner. Lesson plans were collected on a weekly basis and teachers received timely feedback and support on a weekly basis to ensure that the needs of all students, including

English Learners, students with special needs, social/emotional needs, and advanced learning needs were being met. Teacher feedback was collected on a weekly basis and used to adjust and refine remote learning.

As part of its comprehensive approach, LCPA still ensured that student, family, and community-centered events and activities continued. LCPA had continued to provide intervention services, counseling, advisory, mental health services and support, ELD services and support, and SPED services (occupational therapy, speech pathology, etc). LCPA also held various parent workshops, meetings with the Community Engagement/Parent Coordinator and Principal (Cafecitos), SELPA town Hall, senior sendoff caravan, senior decision day, meal distributions, and a virtual graduation.

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

For meeting the needs of English learners, foster youth, and low-income students, Latino College Preparatory Academy (LCPA) Administration and The Foundation for Hispanic Education's (TFHE) Director of Curriculum and Instruction reviewed weekly lesson plans together to ensure that the lesson plans met state standards and objectives and included specific support necessary to address the needs of its diverse student population, including English Language Learners (ELL), foster youth, and others. Timely feedback was provided to ensure that necessary modifications to lessons were made prior to lesson delivery.

In addition, Teachers were provided professional development around lesson planning for remote learning and on how to utilize technology in support of student learning. Teachers were also provided two versions of a lesson planning template that made it essential for differentiation (scaffolds, modeling, visuals, language practice opportunities, sentence frames, etc) and accommodations to be included in the lesson plan and provided to students. The lesson planning templates required that teachers address the needs of ELLs, students with special needs, advanced needs, and who traditionally struggle. Teachers that needed further support with addressing student language and/or other academic needs were provided additional one-on-one coaching/support across content areas and a Teacher Hub Site was developed for teachers to access resources to support instruction.

Within the remote learning schedule, time was allotted for teachers to further address the needs of students through providing small group and/or one-to-one instruction for ELL's, students with special needs, and students who data

demonstrated were academically struggling. Each week (Monday through Friday) a total of 295 minutes per week were provided to meet this need. Teachers were also expected to provide recorded sessions for students to access for the purposes of review and enhancing comprehension. In addition, the teaching staff was also available for check-ins and direct support to all students seeking additional engagement.

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

LCPA teachers were engaged in a week-long professional development session prior to the official start of remote learning focused on utilizing technology to support student learning during Remote Learning (utilizing Castify, Google Meets, Google Classrooms, etc.) and to support their transition to remote instruction. All teachers participated in the following training led by the Director of Curriculum & Instruction and the Director of Data & Information Systems: Remote Learning Plan (March 31, 2020), Remote Learning Tools (March 31, 2020), and Remote Learning Lesson Planning (By department April 1 - April 3). Ongoing teacher support was available through the [Remote Learning Hub](#) and through individual or small group coaching.

Teachers were offered support in the areas of Lesson Planning and Technology. Once remote learning commenced on Monday, April 6, 2020, LCPA teachers had designated time each Friday afternoon to collaborate with their colleagues online and prepare for the following week. School site Principals in collaboration with the Director of Curriculum & Instruction collected remote learning feedback weekly from teachers, students, and parents in order to address student, parent, and teacher needs and make the necessary adjustments in a timely manner. Teachers had an opportunity to develop and offer students further support as needed as information was shared with them during weekly staff meetings. Student logs were also kept that allowed for School site administrators to monitor progress and see specific needs.

100% of LCPA students were issued a Chromebook and charger, including wi-fi Hotspots to ensure connectivity. School-Wide standardized the use of Google Classroom, including Google Meet, to provide delivery of content and to teacher/student learning spaces. A school schedule was developed and followed for the 8-week period, which included designated Instruction Time and Office Hours.

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

Individual student lunches were provided at neighboring school sites in collaboration with East Side Union High School District (ESUHSD), LCPA's school authorizer. These lunch distributions were announced by the Community Engagement/Parent Coordinator Team and distributed off-campus. Moreover, LCPA collaborated with food vendor Better 4 You Meals to offer student meals on its site during remote learning at the standard lunchtime listed in the 2019-2020 bell schedule.

In addition, LCPA made conscious efforts to support socioeconomically disadvantaged families in collaboration with community agencies such as Second Harvest Food Bank and Loaves & Fishes, both of Silicon Valley. LCPA advertised their food distribution schedule for the week on their Parent/Student Newsletter, on the LCPA school website calendar, and through a mass group text and a phone call from their Community Engagement/Parent Coordinator. Other local efforts included partnerships with Trader Joes and Peninsula Food Bank to offer organic food to families in need of additional resources as donations were presented to school administration. All distribution efforts were made in compliance with social distancing standards and shelter-in-place orders.

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

LCPA provided supervision of students through communication with the teaching staff, office manager, Parent Coordinator, and the Student Service Director. LCPA maintained an updated spreadsheet that documented each phone call to families regarding remote learning attendance, academic intervention, and social-emotional/mental health issues. Teachers and support staff also logged contact made with students within Powerschool.

Monitoring tools such as GoGuardian were also made available for safe digital learning with school-issued Chromebooks during school hours, while internet use policies were re-distributed. Go Guardian monitors student accounts and flags inappropriate/restricted websites. The school site Principal followed up with parents/guardians and students regarding

inappropriate websites. Each LCPA Team member was provided specific roles in contacting families, documenting, and following through with a plan of action to best support the student.