

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Intellectual Virtues Academy	James McGrath, Founding Director	james.mcgrath@academylongbeach.org (562) 283-4456	June 3, 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.

The Intellectual Virtues Academy, A Long Beach Public High School (Academy), campus closure began March 18th with notice of closure to families through newsletter, text messages, and phone calls. The Academy encouraged best practices for social distancing and hygiene while providing resources including food, technology, wifi, school material to transition to online learning. The Academy connects with families weekly. Closure resulted in cancellation of all school related in-person programs and events including in-class sessions, Family Alliance events, after school and lunch enrichment programs such as Basketball and Gender Sexuality Alliance, and events such as the school dance and in-person promotion. The Academy has put together a video for senior year graduation.

Academy staff and teachers meet weekly in professional development to revamp learning and tracking engagement and participation needs through a student engagement tracker. Newsletters, emails, social media posts, texts, and phone calls provide family updates, Q&A, and resources.

Students have access to an adjusted learning program through Virtual Learning delivered through google classroom and office hours support including access to online learning, materials, and chromebooks at home so they could access video conferencing with their classmates and teacher assignments through google classroom. Teachers provide subject matter curriculum and instruction through google classroom and various technology support systems to hold face-to-face video conferencing and provide ongoing learning and feedback. Academic credit will be designated on the spring semester report card based on our regular grading policy (with a modification that the lowest grade for each assignment is 50%, instead of 33%. The Academy continues to implement best practices in curriculum, instruction, and professional development in an online environment.

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

The Academy prioritizes meeting the needs of students and families who are historically disadvantaged. The Academy has assigned office staff, teachers, EL Coordinator, homeless liaison, and our counselor to check in weekly to clarify and respond to their needs. Follow ups are regularly schedule at least weekly. Support for students or families were provided who are struggling with the new online system because of access or

navigation issues (e.g., lack of internet access). Each teacher also provided small group support for students through office hours, phone calls, and conferences.

Teachers design online lessons and class session time with research-based instructional practices to support all learners and specifically our English learners which include protocols for discussion including sentence starters and shared google documents to track learning and provide sample writing, and other instructional practices. Academy teachers are finding new methods and adjusting assignments to implement what works for English learners during reading and content area instruction to support students as they build the language and literacy skills needed to be successful in school. Academy teachers implement four main recommendations to support instructional design with English learners and academically at risk students in mind including 1) teaching academic vocabulary across a variety of activities 2) integrating oral and written collaboration with students as well as from the teacher's direct instruction 3) providing writing assignments with feedback for students to continue to grow in their written communication and 4) small group intervention through Office Hours as well as teacher monitoring of online break out group discussions.

English learners, foster youth, and low-income students who continue to struggle in this new learning environment are provided additional support through our academic intervention program run by our Director of Student Support. More targeted support is provided through group and individual conferencing. Families are engaged to help support the student.

These practices are continually adjusted as we identify gaps in learning whether that is due to resources and support needs or academic gaps in learning.

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

The Academy already provided each student with a chromebook at the start of the year, and supported the classroom learning with google classroom. Because of these technology advantages and its established collaborative culture, the Academy was able to quickly and nimbly redesign our current curriculum and instructional practices to provide learning opportunities and access for students without losing a day of instruction. Teachers are finding new methods of outreach for any student who shows signs of disengagement or lack of participation through phone calls and emails.

The Academy utilizes google classroom and Zoom accounts to deliver high-quality distance learning. A Weekly Engagement Tracker is used by teachers and counselor to reflect student engagement for the week for their class or sessions, which serves as a record for contact notes. This data is analyzed in order to create and select personalized intervention strategies for students and families based on data-identified needs. In addition, students with special education services receive support from designated providers through online meetings and in some cases participation of service providers in teachers' online class sessions.

Instructionally, prior to closure, the school implemented a universal use of google classroom and teachers have refined their organization and communication strategies through this and other new technologies. The Academy's goal of our Virtual Learning is to engage students in rigorous content understanding through collaborative, discussion, writing, and inquiry-based learning considering and making adjustments for the impossibility of an equitable home learning environment and importance of ensuring that we are serving children who are historically disadvantaged. These priorities result in more varied and consistent communication to establish positive partnerships. Teachers implementation of curriculum and instructional adjustments have allowed an online re-creation of a social and emotional supportive environment including opportunities for reflection, discussion, formative assessment, checks for understanding, feedback, chunking of information, use of visuals and graphic organization, as well as implementing other typical Special Education type-accommodations for all students. Where students are not

making adequate progress, teachers have begun to implement intervention practices tailored to their needs. This quarter of Distance Learning is providing the feedback and practice in order to create and imagine for a more robust and supportive online learning program should the home quarantine health requirements continue into the fall. Our Engagement Tracker shows that we have 84% attendance. Moreover, we've seen consistently increasing engagement each week by our most disengaged students.

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

The school applied for the waiver through USDA to participate in the SSO. The Academy offered a curbside meal pick up option March 16-March 20 through its affiliated middle school, while we connected our families to nearby resources and CDE's Meals for Kids Application. The number of employees on campus was limited and our staff members followed all health precautions (handwashing, gloves, social distancing, etc). Families have been directed to the nearest food supplier to their home address. The Academy informed families about food options via emails and newsletters. We continue to strive to connect families to resources during this time.

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

The Academy received no request for supervision from any families. Per Governor Order schools would "arrange for supervision for students during ordinary school hours, to the extent possible." Given our small employee numbers, facilities, and lack of sanitary resources, we were unable to provide supervision for the children of first responders.

The school is working with our insurance company and authorizer to seek permission and identify how we might provide supervision on a case by case basis for students in the greatest need.