

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.

Envision Education has worked to be in compliance with the state’s executive order for distance learning. As an organization we serve a majority free and reduced lunch recipients. Many of our families are essential workers, therefore adding a complexity around supporting their children academically. In addition, it has been reported that many of our families have been a part of the unemployment phenomena as a result of the pandemic. Envision schools reacted quickly and nimbly to the possibility and then actuality of school closures. We thought of this in three stages: Pre-Closure, Distance Learning 1.0, Distance Learning 2.0.

Pre-Closure

In preparation for possible closure, Envision schools:

- Shared with all staff, students, and families that if schools closed, distance learning would be an expectation.
- Dismantled Chromebook carts at schools so that every student could be assigned and take home a Chromebook and charger.
- Surveyed students on home internet and device access.
- While most teachers already used Google Classroom as part of their practice, we set this expectation network-wide.
- We supported students to add school emails to their phones, download the Google Classroom app to their phones, and generally worked to ensure that we could reach students and families in the event of closure.

Distance Learning 1.0

- On the evening of Thursday, March 12, Envision made the decision to close schools beginning Monday, March 16 in alignment with our local districts.
- From March 16 through March 27, we began Distance Learning 1.0. We set some expectations with teachers, leaders, students and families.
- Students experienced 3-4 “touchpoints” per week. A touchpoint is a learning experience, a lesson/input, an assignment, or expectations for the assignment with due dates/product. It could include an input (such an asynchronous video, screencast, or reading sent out through Google classroom, or a live Google

Hangout.) We emphasized that teachers should make clear what students will produce based on a particular input and what the expectations and quality criteria are.

- In addition, teachers offered weekly office hours for feedback and collaboration.
- Special Ed teachers continued to support teachers in offering differentiated instruction and set up systems to meet 1-1 and in small groups with students.

Distance Learning 2.0

- Over Spring Break, we led a series of teams and committees to examine what we learned from Distance Learning 1.0, and implement a more consistent set of practices for distance learning for the remainder of the school year. We prioritized:

- Synchronous learning for each course weekly that is also recorded and uploaded for equitable student access.
- Three learning experiences per week per course
- A live weekly advisory meeting to support students socio-emotionally
- Weekly office hours, both opt-in and by invitation, for students who need additional support
- Time for teachers to reach out to students who are not engaging in distance learning
- Resources and supports for teachers, including: weekly grade level team meetings to examine student engagement data; weekly department meetings to interrogate and share distance learning best practices; training for staff on Google classroom, Zoom and other platforms.
- We have established regular communication channels with families through our website (which we adapted to meet the needs of Distance Learning), calls, texts, email and individual communication. We have also arranged with families to do drop-off or pick-up of technology and other resources as needed.
- Teachers track all progress monitoring in a centralized document that is accessed by the school's administration, as well as our Central office Education team. Teachers also input progress and grades into Powerschool. Each school is also monitoring student's weekly participation and tracking it in a school's centralized document.

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

As an organization, we are committed to reflecting and enhancing our programs to meet the needs of our ELs, FY, and low-income students. During school closures, our commitment remained, but our approach was adapted. Our schools did a variety of things to meet the needs of their English Language Learners. This menu included collaborative planning with other teachers who teach the same grade level and course across our network, work with an instructional coach around planning and sample lesson plans to support implementation. Additionally, we also provided access to Rosetta Stone to newcomers.

In regards to our Distance Learning Program as a whole, our foster youth and low-income students' continuous goal was access. Therefore, our primary design for students to access lessons was through synchronous learning when possible, but to always make an asynchronous option available. This allowed us to partly to accommodate for circumstances that may be more highly associated with low income families (possible limited access to multiple devices, for example), but we also believe it to be universally beneficial. Additionally, students were given chromebooks and hot spots when needed. We have also raised funds to distribute money and supplies to families on an as-needed basis and in partnership with local community-based organizations.

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

Envision made three main shifts to accommodate for distance learning in an effort to continue to provide a high-quality program

1. Our Education Team quickly familiarized themselves with the requirements laid out by the executive order. We used these requirements to help build out the infrastructures for collaborative planning, synchronous and asynchronous class delivery, teacher-student weekly check ins and progress monitoring.
2. We created guidelines and exemplars that could be followed by our schools. We shifted to facilitating weekly professional learning communities across our network by discipline in order to support content-specific planning and best practices, while also creating centralized resources for teachers.
3. We identified the resources, communication and training that would be needed by families, students and staff. We were already at 1:1 in terms of a student to Chromebook ration, but we also identified the training our teammates required to use the resources to deliver distance learning instruction to our students via Google classroom and Zoom.

Envision's Special Education team, in collaboration with our partner SELPA EDCOE, to create a plan of action for students with disabilities. Prior written notices were sent out across the organization, notifying parents/guardians that learning was moving to a virtual format. Based on guidance from our SELPA, Envision held addendum IEP meetings for every student with an IEP, shifting all IEP services to a virtual platform. Envision hosted org-wide professional development for all Special Education staff, helping them acclimate to providing services in a virtual platform as well as communicating expectations related to IEP development and offers of a FAPE. Envision's Special Education team continues to create and share best practices that are vital as Learning Specialists meet with teachers to support planning and meet virtually with students.

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

As an organization, we have ensured that our families have access to resources, including meals, during the closure. We have partnered with our local districts for meal distribution for our families. We have provided the information for resources by community and closely monitor that this solution provides the necessary access and ease for our families. Each district's program practices the necessary health, safety and social distancing requirements as part of their distribution process.

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

Envision is a network of secondary schools, serving 6th-12th grade. Given both that and the limitations instituted by local health departments as a result of COVID-19 outbreaks, we have not been asked by families to provide supervision of students during ordinary school hours for the balance of the 19-20 school year.