

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Julia Lee Performing Arts Academy	Rachel A. Thomas Principal	rthomas@jlpaaschool.org 951-595-4500	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.

1. 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.

3/13/20: Prior to the close of school- a Google classroom account was established for all teachers by the IT Administrator.

3/16-3/20: Spring Break. We used Spring Break as a time to do research and gather information for a systemic launch.

3/18/20: Established Grab and Go Meal schedule: Monday-Friday, 10am-12pm. Meals include lunch for the current day and breakfast for the following day. Sent notification to our families of the 261 students about lunch, schoolwork pick up and return via Parent Square & website.

3/18/20: instructional staff & principal had a Zoom meeting to discuss and determine the websites and platforms that would be used during the Distance Learning period. We determined that we would use Zoom, Parent Square, Class Dojo and Remind 101 to communicate with the parents, and students. We decided that we would use cell phone, school email, and Zoom to communicate with school personnel. The principal would use Parent Square, the school’s website, and Facebook to communicate with the parents and community. During that meeting we established Office Hours in multiple platforms (Zoom, Class Tag, email, cell phone & Class Dojo) as a means of assisting the parents with distance learning. The teachers created an introductory letter which established the norms for the parents, including a paper packet that would be identical to the online work. A weekly schedule was created for work submission deadlines. The meal distribution time would be used for the schoolwork packet distribution. There are several school staff distributing the meals and other school staff distributing the paper packets. The principal is a certified blended/online teacher <https://www.sdcoe.net/innovation/educational-technology/Pages/LEC.aspx>. The teachers participated in trainings hosted by Desert Mountain SELPA

Online Programs used for DL: Google Classroom; Epic Books (TK/K); [Lalilo- Online Reading Program](#); [ESpark](#); [Think Central](#) (part of the HMH family); Khan Academy; [Read Works](#)

3/18-3/20/20: The students/parents that receive Special Education services (14%-SPED) were all contacted by the SPED Coordinator notifying them of the need to update Prior Written Notices, the schedule, the personnel, and the expectations. All SPED students received a Chromebook, IEP meetings were scheduled and held via Zoom and Prior Written Notices were completed. The students that were already receiving their services (pre-COVID-19) via our online provider “Tiny Eye” for Speech and Occupational Therapy were able to continue. The students that received services via the “Push In” model, received those services/testing via our SPED team (speech therapist, psychologist, coordinator, and paraprofessionals).

Performing Arts classes-The VAPA teachers (music, dance & Theater) created lessons and uploaded the recorded lessons to the existing Google classrooms. The VAPA teachers were added to the Google Classroom accounts as an additional teacher. The music teacher conducts individual and small group instrumental music lessons several times per week. The principal was added to each classroom as a student for oversight purposes.

We released a [COVID-19 Survey](#) that asked about the need of a mobile device, Wi-Fi, if they were aware of the methods in which to contact their teacher. From this survey we decided that we needed to purchase more Chromebooks, established a list for Chromebook dissemination, sent a school wide notice on how to get free Wi-Fi from Spectrum, how to access Zoom's free extended version, created a schedule for teachers to attend school in order to print weekly packets while social distancing. The parents received a notification with time, and days of when they could pick up the Chromebooks at school. No families reported they were food or shelter insecure at that time.

The paraprofessionals were notified of the alternative work schedule. Some paraprofessionals (5) worked on the A schedule (weeks beginning in even days- 3/22) and the others were placed on the B schedule (odd numbered days-3/29). 2-3 of them distributed the meals, while the others distributed and received the schoolwork

3/24/20: First day for Grab and Go Meals and the Distance Learning (DL) program. The IT Administrator distributed the Chromebooks and necessary paperwork.

All employees continued to be paid throughout the DL period.

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

The unduplicated students and their families received the [COVID-19 Survey](#) inquiring about a device, wi-fi, meals, and language assistance. Those needs were met with the items and services they stated were lacking. The JLPAA staff had individual meetings with these parents on how this instructional service differed from the other DL work. They reviewed the schedule, materials and how to access the Zoom meetings.

The English Learners (13%) were given a Chromebook, physical materials (books etc.), a Zoom link, and a schedule. The EL students had been receiving daily support pre-COVID-19 in their designated EL pull-out from one of the assigned staff (paraprofessional). The paraprofessional was assigned to continue with the daily support of small group instruction during the shutdown via Zoom. The parents would attend weekly (Tuesday) to pick up the EL materials from the curriculum, highlighters etc. in a small baggy. They would meet on Zoom daily in addition to the regular classroom Zoom meetings and instruction. The paraprofessional has weekly discussions with the classroom teacher regarding progress and next steps.

The low-income (39%) students received additional classroom support in math or reading support. These students were able to continue their pull-out reading small group instruction with the (onsite substitute) reading teacher. It was conducted much like the EL instruction. The reading materials were picked up weekly from the school and the students met with the teacher via Zoom. These students received reading support in addition to their regular classroom Zoom meetings and instruction with the teacher. If they were SPED students, they received their services as required by their IEP as listed above. The reading teacher has weekly discussions with the classroom teacher regarding progress and next steps.

Currently, we do not have any foster youth students.

The staff that works with the unduplicated students would also send updates to the principal regarding progress, parental issues, and attendance.

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

The instructional staff & principal meet weekly to discuss students, DL assignments, attendance and professional development opportunities.

The teachers at JLPAA hold weekly Zoom meetings with the students where they teach direct instruction lessons, with stated objectives and using grade level standards. Example: TK/K uses Zoom to read books to the students, the students socialize each other and share their feelings. One 1st grade class is continuing with their lessons using American Sign Language; while other classes use Zoom meetings on Fridays to allow the students to participate in directed art classes where vocabulary words are incorporated. The VAPA teachers upload lessons for the students to participate in with the families (social-emotional). The online programs used had embedded assessments.

The families that preferred to complete the schoolwork via paper, picked up their work on Tuesdays and returned it on the next Tuesday for grading. There were a few families that started online, but decided it was either difficult for grandparents that were doing childcare, or the students had too much screen time etc.

The parents were contacted by the teacher if the students were not doing any coursework. If the behavior continued the principal contacted the family (office manager assisted if the parents spoke Spanish). Some families were contacted/check in on when they attended school to pick up the meals. The teachers had daily or weekly Office Hours (Class Dojo, email, phone, Parent Square, text, and Zoom) to stay in contact with the parents/guardians. The principal sent video messages, written messages, and highlighted classes/grades during the DL period via Parent Square and the school's website.

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

The teachers were given a schedule as to when they were able to go to school to make copies (if necessary). The copying was done on Mondays (9am-1pm).

Social Distancing for employees- The paraprofessionals were notified of the alternative work schedule via email and face to face discussions. Some paraprofessionals (5) worked on the A schedule (weeks beginning in even days- beginning 3/22) and the others were placed on the B schedule (weeks beginning in odd numbered days-beginning 3/29). 2-3 of the paraprofessionals distributed the meals, while the others distributed and received the schoolwork. The schoolwork was placed in a banker's box for the teacher to receive for grading.

JLPAA provided a Grab and Go meal service. The parents would drive to the curb closest to the cafeteria and the masked and gloved staff would hand the family sitting in the car a bagged lunch for the current day and a breakfast for the following day for each child that they requested. We distributed lunches to any family that arrived, the lines were much longer at the neighboring school.

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

JLPAA did not provide childcare.

1. Per the [COVID-19 Survey](#) We did not have any families that stated they needed childcare at that time.

2. We lease space at and were not allowed to use of the space beyond the hours that we were serving lunch.

California Department of Education
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