

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Community Magnet Charter School	Toni Klugh, Principal	Trk2932@lausd.net (310) 476-2281	June 30, 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.

Community Magnet Charter School is comprised of 457 students and 52 staff members. Our student body is multicultural and multilingual including 38% white, 26% Asian, 16% Latino, 10% African American, and 10% Mixed Race. English Learners make up approximately 5% of our population. Our population also consists of 9 % Students with Disabilities and 25% from low-income families. The last day our school was open was on March 13 with 100% of all 2nd-5th grade students taking home a Chromebook device. Approximately 80% of kindergarten students and 100% of first grade students were distributed iPad devices by March 24, 2020. The remaining 20% of kindergarten families reported that they already had a device at home that they preferred to use. The district began meal distribution on March 18. Initially, families did not request internet hot spots and we later distributed two hot spots in May. Regular schoolwide communications were sent to parents and staff. Teachers connected with students via Zoom, Google Classroom, and email. Teachers tracked student participation and referred inactive students to out of classroom staff who reached out to families. Overall, we had a very high level of regular student engagement with all students with the exception of two students who repeatedly fell inactive.

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

English learners, foster youth, and low-income student participation was monitored by the classroom teacher and support coordinators. All students participated in regular classroom remote instruction. In addition, regular small group instruction and

differentiated instruction was provided to our English learners and at-risk students by their classroom teacher as well as by a support coordinator. The support coordinators also contacted individual families to identify needs and provide assistance. All students had access to a device or were provided a device by the school to ensure that students had full access and participated in distance learning. Families were provided information on where to obtain meals, devices, and internet access as well as school mental health resources.

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

Certificated staff participated in online professional development to build their knowledge and the expertise required to provide quality distance learning. All certificated staff participated in a minimum of 10 hours of differentiated professional development. In addition, teachers were provided additional training and opportunities to collaborate at least once per week for the remainder of the school year. The faculty meets as a staff or within grade level teams on a weekly basis to share best practices and further professional development is offered. Grade level teams identified the online learning tools (Google Classroom, Zoom, Think Central, Clever, Benchmark) they would all implement to provide consistency across the grade level.

The grade level teams meet weekly to plan weekly lessons and provide daily instructional activities utilizing a variety of online tools to provide an integrated curriculum that includes English language arts, math, science, social studies, and social-emotional learning. Students also participated in regular physical education (PE) sessions provided by the school's PE coach and technology projects provided by our tech teachers. Our visual arts, library, music, and dance teachers provided pre-recorded, digital, and/or live instruction to support regular classroom instruction. In addition, teachers provided small group differentiated instruction on a regular basis to support student progress in reading and math. Teachers also held regular office hours to support students and families who needed extra support with the content or remote platforms. Students with Individualized Education Programs (IEPs) were supported by our two Resource Specialist Teachers and a team of service providers who collaborated with the general education teacher to provide differentiated support for individual students and small group instruction. Parent feedback was positive overall and parents noted the increase in rigor as teachers established instruction and routines.

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

Grab and Go Centers accommodate drive-up and walk-up patrons in separate lanes, generally using a curbside or horseshoe configuration as appropriate for the site.

Community Charter Magnet School families were informed of the various Grab and Go Center locations across Los Angeles. The nearest center served 52,664 meals, including 31,418 child meals and 21,246 adult meals. Meals are distributed by Red Cross Volunteers. To minimize the change of contact during meal distribution, Red Cross Volunteers stand behind a table and place a meal bag/box on the table for the patron to pick up from the other side of the table. Meals are replaced on the table as they are picked up, ensuring a steady flow of meals and patrons moving through the line. Pedestrian patrons are reminded to maintain at least 6 feet of distance between them, aided by visual indicators and staff. Patrons in vehicles are not to exit the vehicle, for safety and efficiency. Patrons pick up meals from an open window of the car, or meals will be placed into a car trunk opened as they wait in line. Pedestrian and vehicular traffic exit the premises after receiving meals, to avoid congregating in groups and maintain appropriate social distancing. Grab and Go staff maintain social distancing requirements and use personal protective equipment (e.g., masks, gloves).

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

All students were contacted and are engaged in distance learning. Parents are supported in supervising learning and resources for parents were shared during meetings with parents and parent workshops. Additional resources are available on the [LAUSD online learning webpage](#) for parents that includes videos and instructions and contact information. In accordance with the Los Angeles County Department of Public Health, any parents/guardians who inquired about childcare during the physical closure of school were informed through the Los Angeles Unified Hotline Support at (213) 443-1300 that available childcare supports may be found through the City of Los Angeles Emergency Childcare Program (<https://ucla.app.box.com/s/p70g6ru1807wcu7tz3vex1bgcnjuga4y>) and the state of California "Find Childcare" website (<https://covid19.ca.gov/childcare>).