

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lennox Mathematics, Science, and Technology Academy	Mario Villanueva Principal	mwillanueva@lennoxacademy.org 310-680-5600	May 28, 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.

After hearing from the California Charter Schools Association on March 9th that school closures were imminent and likely to last a long time, Lennox Academy began to prepare for remote learning with the goal of implementing its full program (to the extent possible). In order to continue to provide high-quality learning opportunities, teachers and staff had to quickly mobilize in order to provide program offerings remotely. In anticipation of the school closure, teachers were asked on March 10th to begin to transition all of their content to the school’s learning management system (Canvas). A lead teacher was identified to pilot Canvas’s video conferencing feature as well as Zoom on March 12th. A special staff meeting was held on March 13th to inform staff that school would presumably be closed on Monday, March 16th. Teachers made sure that all students were able to download Zoom on their school issued laptops before the end of the school day. The Lennox Academy Board approved a two week school closure at an emergency board meeting and empowered the Executive Director to extend the closure in accordance with state department and county office of education recommendations. Lennox Academy staff and families were informed of the school closure on Parentsquare by the Executive Director on the evening of March 13th. Teaching staff met March 16th so that they could become familiar with video conferencing tools and planned for online learning for three days. Non-teaching staff met to identify duties that would be carried out remotely (technical support, attendance, admissions, and counseling).

Lennox Academy resumed classes remotely on March 19th. The school is running a synchronous model of distance learning with a fixed daily block schedule from Monday-Thursday for academics and a Friday advisory day to address students’ social and emotional needs. After the first two days of instruction on March 19th and 20th, students were surveyed to gather input on remote learning. Based on teacher and student feedback, the class schedule was modified to reduce screen time. Teachers are available for office hours every afternoon for two hours to complete the 8:30 am to 3:15 pm school day. Students will receive letter grades for classes based on the California Department of Education grading guidelines of “no harm done” post COVID 19.

The Mental Health Counselor continues to provide services remotely to her caseload and follows up on all new referrals. In addition, social emotional learning videos have been shared with all staff and students to gain strategies for coping with stress and maintaining motivation. In light of the changes and uncertainty of how colleges and universities will be modifying their programs in the fall, the College and Career counselor continues to meet with senior students and families daily to help with their post-secondary transition.

The Director of Student Services has collaborated with Resource teachers to adhere to the schedule of IEP meetings over video and phone conferences. Resource teachers and content teachers continue to communicate during weekly staff meetings to ensure students with IEPs and 504 plans are receiving support and services.

Weekly parent/staff communication has continued using Parentsquare for a weekly memo to inform families and staff of important dates, schedule changes, and to solicit input for future decision making. Parent classes are still available with two different options for Virtual Cafecitos.

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

Lennox Academy transferred the school phone number to a virtual phone system, "Grasshopper", so that parents could have access to staff to report absences and any issues at home prohibiting students from successfully completing school work. In addition, all families are registered on Parentsquare and have access to all staff. Parentsquare has a Spanish option under settings which automatically translates all correspondence. Teachers and staff can draft messages in English and parents with Spanish settings will receive them in Spanish.

All Lennox Academy students have access to online classes and resources. Fortunately, the infrastructure for remote learning was in place prior to the school closure given that Lennox Academy is a 1:1 school and every student is assigned a laptop. Students with connectivity issues had already been identified and were provided a mobile hot-spot unit earlier in the school year. There was a limited inventory of hot-spots when the school closure began. Lennox Academy has been able to troubleshoot many connectivity issues remotely. Families that have resolved internet issues at home, have returned hot-spots, so that they can be used by other families in need. As the need for mobile hot-spots has increased, additional units have been ordered.

All of the activities that were in place to support the academic growth of all students have continued during the school closure. Lennox Academy currently does not have any foster students. Given that over 90% of students are on free/reduced lunch which includes the 9% of English Learners, the 2019-20 LCAP included academic support of all At-Promise Lennox Academy students.

The GANAS program which serves 232 students has been integrated into the instructional day. Student Success Advisors (SSAs) are still shadowing students on their caseloads daily during class and are facilitating discussions in breakout rooms under the guidance of the classroom teacher. SSAs also conduct individual and small group sessions after school to help the students on their caseload complete assignments and clarify any misconceptions. SSAs were provided their own extension on Grasshopper so that they could directly communicate with parents (including via text messaging). Lastly, SSAs participate in weekly meetings with teachers and the administration to advocate for student needs and communicate student concerns that require follow-up (counseling referral, parent contact, wellness check, etc.).

As mentioned above, the students are following their normal class schedule daily, which includes all support classes. For designated English development, students are enrolled in ELD, English Lab and Read 180. For math support, students are enrolled in Math 180 Course I and II. Placement in support classes is based on growth on Scholastic's math and reading inventory exams that measure students' lexile and quantile levels. Since state testing measures are on hold, growth will be measured by teacher observation and spring results of the math and reading inventory exams which will inform placement for the 2020-21 school year.

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

The transition to distance learning has been a collaborative effort. Continuing to provide Lennox Academy's full program has required efforts from all stakeholders. Most of the teaching staff had experience using digital resources prior to the school closure. Online texts, notebooks, assessments and tools like EdPuzzle and Newsela were already being integrated into daily lessons. However the conversion of entire curricula to a remote platform while balancing the social emotional needs of students during a pandemic has been challenging. Teachers were required

to identify essential skills as they prepared new content and develop new assessment tools in order to continue to teach new content. Teachers use the school's learning management system (Canvas) to post agendas, assignments, Zoom links, etc. Most teachers are using Zoom for video conferencing. Zoom breakout rooms are used for class discussions, one on one follow up and SSA support. After the first two full weeks of instruction, teachers met on Friday April 3rd to discuss best practices for online learning by reviewing recorded lessons from their peers. Key ideas included: providing students clear expectations for the day, strategies for student engagement, flexibility with assignment due dates, and a reduction of work that needed to be turned in. The concern of students being overwhelmed with screen time was discussed and the schedule was modified for a second time after Spring Break with a shorter class period and daily designated time for office hours.

Non teaching staff is using the workplace communication tool Slack to support classroom instruction by reporting and addressing issues in real time. The decision to adopt a synchronous model for online learning and adhere to a fixed schedule was done in order enable the school to identify students' academic, social-emotional, and basic needs. Attendance is taken every period and calls are made by non teaching staff to the homes of the students that do not log on. Students with connectivity/hardware/software issues are referred to the technology team. If issues cannot be resolved, students can go to campus and exchange their machine for a loaner laptop.

All staff members participate in weekly meetings to celebrate successes and to identify areas that can be improved to further address student needs. Check in meetings with Student Success Advisors, teachers and non teaching staff give the opportunity for staff to provide each other moral support, inform staff on updates from state department/county offices of education and identify students and families that may need additional support.

One positive outcome of the school closure has been increased communication with families. Parents have been very proactive in communicating with the school via Grasshopper/Parentsquare and have kept the school informed when students are not able to log on to class. Parents also support their students at home by enabling them to follow the daily schedule and ensuring that students are reporting to their after school mandatory office hours and GANAS sessions.

Lennox Academy students are extremely dedicated and responsible. Overall, daily attendance percentages have been about the same as before the school closure. The Associated Student Body continues to meet weekly in order to plan activities and challenges for Friday's Team Advisory period. Like our parents, students have also proactively communicated technology issues, so they can be addressed in a timely manner. Students also entrust staff members by sharing their difficulties with being quarantined and distance learning. Not all want to participate in counseling services. Many just need an outlet to express if and when they are overwhelmed with school work or home. As a staff, Lennox Academy has committed to being flexible with students during this time to ensure that all students have the opportunity to finish the school year successfully.

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

Meal services are provided by our sponsoring district (Lennox School District). During the first week of our school closure (March 16th to March 23rd) students were able to pick up meals at multiple locations, including Lennox Academy. On March 24th, the Lennox District consolidated services to three sites. Lennox Academy students were able to pick up meals from the local middle school or two of the district's elementary schools. As of April 20th, "grab and go" meal service has been offered at one location (Jefferson Elementary) from 10:00 am to 12:00 pm for any student 18 years old and below.

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

Supervision is provided between the hours for 8:30 am and 3:15 pm. As mentioned previously, Lennox Academy students are following a modified bell schedule daily from 8:30 am to 3:15 pm which requires students to log in to three classes per day from Monday-Thursday. On Friday, students log on to a ninety minute session with their advisory teacher. Attendance is taken in every content class from 8:30 am to 1:15 pm and office hours/GANAS sessions from 1:15 pm to 3:15 pm. Attendance is monitored by the attendance team and calls are made to the families to verify absences throughout the day to account for all students. The tech team is notified immediately when absences to class are due to connectivity or hardware issues and the absence is coded as “C” to inform teachers that students did try to log on to class, but had technical difficulties.

California Department of Education
May 2020