

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Vox Collegiate of Los Angeles	TyAnthony Davis Head of School	tdavis@voxcollegiate.org 323.570.2915	July 1, 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.

Vox Collegiate of Los Angeles (“Vox Collegiate”) is a college preparatory charter middle school serving grades 6-8 in South Los Angeles.

On March 13th, Governor Newsom signed [Executive Order N-26-20](#) that despite school closure, schools must continue delivering high quality educational opportunities for students through distance learning and independent Study. In alignment with the decision of the Los Angeles Unified School District and the recommendations of the Los Angeles County Department of Public Health, Vox Collegiate made the difficult decision to physically close, effective March 13, 2020, in response to the COVID-19 pandemic.

During the school closure, Vox Collegiate staff collaborated to develop a: Distance Learning Plan, needs assessment to identify student/family needs, provide teachers with professional development and planning time for the transition to Distance Learning, and methods to communicate effectively with families/students to supports student participation and engagement. On March 16th, all students were provided with distance learning work packets and support materials prepared by teachers for all core subjects. Vox Collegiate used the next week to plan and create the infrastructure for virtual distance learning hosted on the school website.

Vox Collegiate’s needs assessment included identifying student needs with the transition to Distance Learning including but not limited to Chromebooks, Internet service, food/groceries, etc. On March 13, our staff began contacting families to identify needs. By March 27th, approximately 80% of families who responded that they needed a device for home use were issued a Chromebook, and were supported by school staff on acquiring reduced cost internet service, and/or Wi-Fi hotspot. Our staff ensured that all students had access to a technology device and internet to access instructional and curricular materials in preparation for our transition to Distance Learning and access to resources that were communicated to families.

Vox Collegiate transitioned fully to distance learning through our school website after Spring Break on April 6th. Our Distance Learning Plan was disseminated and communicated with all families, via virtual meetings, and Class Dojo. Additionally, the Vox Collegiate prepared and disseminated how-to videos with instructions on accessing and navigating virtual distance learning.

Professional Development for our staff included the implementation of Zoom meetings for instruction and the implementation of Google Classroom. Teachers participate Professional Development sessions offered by Google and designed and delivered by the school leadership team on implementation of distance learning. Additionally special education training was led by the Special Education Case Manager and Lead Resource Specialist. These trainings were completed by all teachers during the two weeks prior to fully implementing distance learning.

Teachers delivered both synchronous and asynchronous instruction. Weekly agendas were posted on Google Classroom with links to web-based programs that include: NearPod, Flocabulary, CommonLit and NoRedInk, and Freckle, most of which were used during the academic year.

- Nearpod is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences.
- Flocabulary provides a multitude of standards-aligned educational videos, with lessons that are highly engaging to keep students, connected with relevant content, activate learning through various activities and allows teachers/schools to track and analyze student performance.
- CommonLit is a research-based, standards-aligned effective literacy program with built in formative and interim assessments.
- Freckle is a standards-aligned learning platform that provides practice in math, ELA, science and social studies. Teachers receive real-time data and students are able to track and receive rewards for their success.

The transition to distance learning was effective. Teachers utilized both Zoom meetings and Google Classroom Platform to host daily office hours and weekly activities with a group of advisory students. Vox Collegiate hosted weekly virtual town hall celebrations which were an extension of in-person celebrations at the school. There were weekly awards and games hosted by the school's student leadership council. Asynchronous instruction included pre-recorded and self-guided lessons on Google Classroom. Our school implemented a "hold harmless grading policy."

For students with disabilities –teachers provided live instruction and office hours (synchronous) daily. Accommodations and modifications (where necessary) of instructional materials were provided including push-in and pull-out schedules that also provided additional academic support for students.

As a result of distance learning, modifications were made to the Speech & Debate class which was integrated into the social studies course.

The impact of distance learning has varied for each student with some experiencing food insecurity, anxiety, isolation, depression; while others thrive in an environment without distractions; and others struggle because of the lack of continuity and structures at

home and in their lives; and yet others lacked an environment at home conducive to learning as a result of multiple siblings, distractions of multiple families and extended families living in the same household. For parents distance learning was not only a challenge, but also caused anxiety for a variety of reasons; having to assist their child/children with their coursework in a learning platform they were not familiar with, job insecurity, food insecurity, stress attributed to the COVID-19 pandemic, to name a few. However, parents/families shared their gratitude with our staff particularly with the ongoing communication from school to home, providing resources beyond instruction, providing updates on available opportunities for families, assistance with the pandemic EBT application, and the support their student received by our school staff.

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

Approximately 88% of Vox Collegiate students are Unduplicated Pupils (Low Income, English Learners or Foster Youth). The following is a description of the services provided to meet the needs of our Unduplicated Pupils (UP). The bilingual operations and leadership team contacted students/families on a regular basis to ensure student/family needs were being met.

For English Learners – For ELs curricular and instructional materials were scaffolded and individualized to ensure accessibility and equitable services that were academically grade level appropriate for students. Our EL students received both integrated and designated English Language Development (ELD) utilizing supplemental materials such as Rosetta Store. All materials sent to families are translated to Spanish, the identified single primary language other than English identified by the Home Language Survey.

The school Principal serves as the homeless and foster youth liaison, and has been in communication with families to provide available resources. The Homeless/Foster Youth Liaison, with the support of school operations staff, conducted welfare check-ins regularly to ensure students had access to curricular and instructional materials, Chromebooks, Wi-Fi Hotspot, meals, clothing, food, information on homeless shelters, and a list of local food banks.

During the school closure/distance learning the Special Education Team hosted daily live office hours for our students, and provided additional push-in support to virtual sessions for core classes. During daily small group Zoom meetings, students received additional academic support and intervention. In addition, all teachers held daily office hours using data from previous lessons, and conducted synchronous mini-lessons that addressed common misconceptions and error analysis.

The school leadership team and teachers provided social-emotional support through virtual community circles, weekly individual phone calls, and weekly town hall celebrations. Students who received counseling services continued to receive those services virtually during school closure. All teachers also conducted check-ins with their assigned group of students, that served as a mini-Advisory group, at least once per week to ensure their needs were being met, and provide updates on academic progress.

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

Vox Collegiate implemented both synchronous and asynchronous instruction for students during distance learning and ensured that 100% of our students had access to a technology device and internet service at home to access curricular and instructional materials. In the event of a technology challenge, families were able to collect a standards-aligned work packet from the school to supplement learning while the technology issue was being troubleshooted. Our school implemented the following curricular and supplemental web-based materials using Google Classroom as the learning platform and Zoom meetings:

- Eureka Math: is a comprehensive, standards-aligned Math curriculum that sequences the mathematic progressions into crafted modules
- Nearpod is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences.
- Flocabulary provides a multitude of standards-aligned educational videos, with lessons that are highly engaging to keep students, connected with relevant content, activate learning through various activities and allows teachers/schools to track and analyze student performance.
- CommonLit, is a research-based, standards-aligned effective literacy program with built in formative and interim assessments.
- Amplify Science blends hands-on investigations, literacy-rich activities and interactive digital tools to empower students to critically think, read, write, and argue like an scientists and engineers.
- Wit & Wisdom: is a standards-aligned English curriculum
- Khan Academy: a free online standards-aligned practice and lessons that cover a multitude of subjects.
- Rosetta Stone is a language learning program that fine-tunes pronunciation through speech recognition.
- Freckle is a standards-aligned learning platform that provides practice in math, ELA, science and social studies. Teachers receive real-time data and students are able to track and receive rewards for their success.

During Distance Learning, teachers kept track of assignments submitted by students and student participation on office hours/live sessions, which averaged four academic full assignments per week, per core subject. At the end of each week data was reviewed with school staff to plan for upcoming weeks and better meet student needs. Vox Collegiate implemented a daily check-in to track general student participation in distance learning. Students who did not complete a check-in by 10:00 a.m. received an individual phone call from school operations staff to ensure that they had proper access to virtual learning and to see if their family needed any assistance. For incomplete assignments, our teachers followed up with students each week to address the root cause and identify whether it was a lack of accessibility to a device and/or internet access.

Vox Collegiate's staff was highly committed to success of every students. Teachers held daily office hours to provide additional academic support and intervention. As discussed previously, school staff communicated with families/students weekly, to identify and address student and family needs and measure student participation and engagement. Methods of communication include phone calls, emails, Google Classroom, Instagram, Class Dojo, and individualized conferences with families.

Approximately, 88% of students participated in both asynchronous and synchronous instruction regularly. For the remaining 12%, the primary reason for the inconsistent student participation was a result of family issues at home. Of these families, 1% were identified as families that staff was unable to communicate with, despite numerous efforts and methods to contact families. Vox Collegiate staff developed videos that were sent via email to families, on Instagram and Facebook on how-to access the digital platforms.

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

As of March 23rd – Vox Collegiate provided local families with “Grab n Go” meals in a non-congregate setting, through a CDE waiver of the Summer Food Service Program (SFSP). The pick-up site for the Grab n go lunch meals was located at the school site, and open Monday – Wednesdays from 7:30-9:30am. School staff disbursed meals to families via curbside service, in a non-congregate setting, in order to maintain social and physical distancing.

Students/families were informed of the availability of meals via email, phone calls, Instagram, Class Dojo, and the school’s website.

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

Vox Collegiate notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. Resources were also uploaded to the school’s website under COVID-19 Resources as a result of the Governor’s [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Vox Collegiate school was unable to provide for supervision of students during ordinary school hours because school staff was providing support services for students via distance learning.