

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
New Village Girls Academy	Jennifer Quinones, Principal	<a href="mailto:j.quinones@newvillagegirlsacademy.org">j.quinones@newvillagegirlsacademy.org</a>	June 3, 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.

New Village Girls Academy (NVGA) is a direct-funded public charter school that serves a unique and often forgotten population of adolescent girls throughout Los Angeles since 2006. NVGA specifically targets girls that have faced significant life challenges, predicting negative outcomes in school and in life, and predominately live in communities plagued by violence and poverty.

Students enrolled at New Village come from neighborhoods throughout Los Angeles, however the majority resides in the Westlake area, where our school is situated. Approximately 4% of our students are residents at St. Anne’s Maternity Home, a group home for pregnant and parenting foster youth, with whom the school shares a campus.

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. On Friday, March 13<sup>th</sup> all students were tasked with working on their exhibitions until the transition to Distance Learning.

All students at New Village Girls Academy, were contacted by school staff to identify which students had access to a laptop/computer and internet service at home. Those students that lacked these tools were provided with access to a Chromebook, WIFI hotspot, and/or resources to acquire internet services provided by the California Department of Education (CDE) to ensure they could access coursework during Distance Learning. Our school has disseminated Chromebooks to approximately 80% of our students.

Key members of our bilingual staff were in charge of conducting check-ins with students and their families at 1-3 times per week, to discuss participation, coursework completion, access to meals, provide resources and assist with any other needs as requested by students/families. For families who lost connectivity due to mobility, or other reasons, our school ordered additional Wi-Fi hotspots to disseminate. Students who were temporarily unable to acquire internet access were provided with course packets to prevent learning loss and so they could continue their coursework. Our teachers did participate in professional development on using Zoom meetings and how to implement blended learning in a Distance Learning platform.

On March 30<sup>th</sup> – New Village Girls Academy transitioned to Distance Learning using Google Classroom and Zoom meetings as the primary learning platform. Our teachers provide synchronous and asynchronous instruction in all core subjects including Advisory, Designated ELD for English Learners, and Internships that have shifted to an online platform. This model provides flexibility for our English Learners, Students with Disabilities (SWD) and students who may have other responsibilities including work and parenting during the day. The shift to Google Classroom was seamless as this platform was already in use during the academic year, along with the 1:1 student to laptop ratio.

Our school has shifted the internships to an online platform with the addition of a guest speaker series that focused on college and career preparedness. This shift has been highly successful with high participation rates among our students.

For *Students with Disabilities* – the RSP Teacher co-teaches in all core subjects and provides individual pullout services during the Advisory block. The School Psychologist provides mental health services for SWD, 504 Plans and SST's using the Zoom platform. Our SPED Team has maintained consistent and ongoing communication with parents, and provided services outlined in the student's IEP. The wrap-around teams consist of Therapists, Social Worker, Case Managers, Advocates, Probation Officers, RSP teacher, School Psychologist, Principal, and the School Advisor.

New Village Girls Academy students have access to *social-emotional support and/or counseling services* by the school Psychologist, and our Wellness Program, using the Zoom platform. Our wellness program is transcendental meditation facilitated by a bilingual instructor. This program assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Our Social Worker collaborates with the school's leadership team and Psychologist to address and ensure the social-emotional needs of our students are being met. In addition, during the Advisory course, the instructor has implemented the social-emotional learning curriculum; in addition to preparing our students for the end of year student exhibitions.

The impact of Distance Learning on students has varied by student. Survey findings from students have identified they feel the following:

- The need for more support to complete assignments
- Lack adequate learning environment at home
- Have other responsibilities such as caring for siblings
- Dislike distance learning and prefer on-site instruction

As a result of the feedback provided by students - our teachers shifted to a blended learning model to improve the delivery of instruction and support the academic needs of our students. Teachers also held office hours weekly; Tuesdays through Thursdays to provide additional one-on-one support, or small group differentiated instruction. Our Support Staff provide additional academic support in collaboration with the teachers via Google Classroom, Zoom meetings, and communicate with families using Google Phone.

Parents have identified the inability to support their child with coursework due to their own literacy/educational challenges, and worry about the mental health impact and needs of their teenager. However, parents have been highly satisfied with the ongoing and timely communication by our school staff and the seamless transition to distance learning.

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

Approximately 98% of students enrolled at New Village Girls Academy are Unduplicated Pupils (English Learner, Low-Income, or Foster Youth). Our school's Principal, Assistant Principal, Social Worker, Counselor and Psychologist collaborate regularly in planning of support services for our students. Our bilingual support staff is tasked with conducting check-ins with students and their families 1-3 times per week, to discuss participation, coursework completion, access to meals, access to instructional/curricular materials, access to Chromebooks/internet service, provide resources and assist with any other needs as requested by students/families.

In addition to all of the services previously described earlier in this document, the following is a description of the additional services provided to meet the needs of our Unduplicated Pupils (UP). All instruction is provided via Distance Learning.

- **English Learners** receive both designated and integrated English Language Development (ELD) by a credentialed teacher. Designated ELD takes place twice per week in 55-minute blocks each.
- **English Learners** use Systems 44 (Read 180) ELD Curriculum; and NewsELA, as a supplemental resource for additional assignments that are tailored to the student's Reading Lexile Level.
- **Teacher Office Hours:** Provided Tuesday – Thursday for academic support and intervention for one-on-one support or small group instruction. Instructional Aides also provide additional support for students.
- **Social-emotional Support:** New Village Girls Academy students have access to *social-emotional support* and/or *counseling services* by the school Psychologist, and our Wellness Program, using the Zoom platform. Our wellness program includes transcendental meditation taught by a bilingual instructor. This program assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Our Social Worker collaborates with the school's leadership team and Psychologist to address and ensure the social-emotional needs of our students are being met. In addition, during the Advisory course, the instructor has implemented the social-emotional learning curriculum; in addition to preparing our students for the end of year student exhibitions.
- **Newcomers:** receive curricular and instructional materials in their L1 (Spanish).
- **Homeless Youth:** Our Social Worker serves as the Homeless Liaison, adheres to the McKinney-Vento Homeless Assistance Act, and is in communication with the Homeless Liaison at the LA County Office of Education on a regular basis. The Social Worker conducts check-ins with homeless youth regularly and has provided numerous services and resources including but not limited to: assisting in acquiring shelter and safety, food services (beyond lunch meals), delivering diapers for students with infants and toddlers, assisted them with their application for pandemic EBT card, and assisted undocumented students with the application process for financial support offered by the City of Los Angeles. The Social Worker communicates regularly with homeless youth through phone calls.
- **Foster Youth:** Our Social Worker communicates regularly with Foster Youth to ensure they have full access to the school's core educational program, academic supports and social-emotional supports, in addition to meal services, and any other identified needs. Our partnership with St. Anne's also provides services for foster youth.

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

New Village Girls Academy has implemented the following as part of its Distance Learning Plan requirements: Daily attendance, coursework completion, distance learning participation, End of Year Exhibition of Learning and a modified grading policy. The grading

policy was changed so that students can earn no lower than a grade of “C” in any course. On a regular basis, attendance and participation has averaged 70%; with 20-30% who participate inconsistently; however, 100% of our students have attended and participated in Distance Learning at some point during school closure. In order to increase student participation and engagement, our staff has worked diligently by identifying student/family needs which extend beyond the Chromebook and Wi-Fi access our school provides. As stated earlier, approximately 80% of students have received a Chromebook, and/or Wi-Fi Hotspot or resources to acquire internet services from a local Internet Service Provider (ISP) at no cost. Replacement Chromebooks were made available to families at our school or delivered by mail to the student’s home.

New Village Girls Academy has partnered with local community based organizations to provide our students with:

- Daily Meals (Breakfast & Lunch)
- Food/grocery (St. Anne’s, local food pantry - a list provided by LACOE)
- Mental Health Services: Pathways, Hillside & St. Anne’s
- Resources for Homeless students/families
- Assist students with the Pandemic EBT Card application process

Additionally, the school Principal hosted weekly Zoom meetings in the afternoon specifically for families, to discuss updates, identify and provide resources and address any concerns or questions they have. Our school utilized OneCall parent messaging system, which has been highly effective at disseminating school information and updates.

The Advisory instructor took daily student attendance, and conducted regular (welfare) check-ins during the week to ensure safety and well-being of our students. Our school has also shared with parents and is also listed in our school’s website under COVID-19 Resources the [California Parent and Youth Helpline](#) that provides support and resource referrals during the COVID-19 pandemic, a resource shared by the CDE. Additionally, our support staff collaborated with teachers and also provided academic support, monitored student attendance, and contacted students/families on a weekly and with select students on a daily basis. The Social Worker and School Psychologist provided social-emotional support through one-on-one and small group sessions. As a result of Distance Learning our Advisory instructors, and Bilingual Support Staff have developed strong and meaningful relationships with families because of the frequency and consistency of communication that took place with every family/student. All communication was documented and shared with the Leadership Team and teachers to ensure the needs of all students were being met, and to increase student engagement and participation in distance learning. This has been a critical success since our school population is predominately low-income.

Prior to Distance Learning, New Village Girls Academy had implemented a 1:1 student to laptop ratio, in addition to numerous web-based and online curricular and supplemental programs. Therefore, the transition to Distance Learning was seamless. Our students utilized the following programs and platforms for core and supplemental instruction: Google Learning Management System, NewsELA, NearPod (Mathematics), UC Pathways Online Curriculum, APEX Learning, Systems 44 (Read 180), and the only new program was Zoom meetings. All students are required to complete an End of Year Exhibition of Learning which has been modified for Distance Learning.

Our teachers and support staff received professional development on the use of Zoom meetings, and implementing blended learning in a Distance Learning platform. Our leadership team and teachers have utilized the plethora of [Distance Learning resources provided by the CDE](#) and [LACOE](#) during webinars and on their website. Our support staff were trained on how to communicate with families, provided prompts to identify needs and communicated with the Leadership Team and teachers on a regular basis.

Our school administered a student and staff survey to assess the impact of our Distance Learning Program; and families preferred to share their experiences during communication with school staff and the Principal.

- 62% stated they can access their schoolwork some/most of the time
- 54% felt somewhat to very confident they could complete schoolwork
- 23% stated that they frequently have an adult at home to help them with their assignments.
- 69% were somewhat to very concerned about the health of their family
- 20% stated they ate less because of food insecurity
- 70% are taking care of a sibling, parent or grandparent during the day
- 95% stated that their teachers are supportive of their learning
- 84% stated they have an adult at the school they can count on to help them

Our school has utilized the findings from the staff survey to identify areas for growth, including how to support our staff's social-emotional and physical well-being as we prepare for the opening of our school in Fall 2020.

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

Prior to the school's closure, New Village Girls Academy applied for the Seamless Summer Option Food Program waiver through the CA Department of Education's Nutrition Services Program (NSP).

As of March 30<sup>th</sup> – New Village Girls Academy was able to provide nutritious meals for our students, their siblings and children within the community. In addition, our school partnered with St. Anne's to provide food for families in need. Currently, we are distributing 400-500 meals (breakfast & lunch) daily, during the holidays and Spring Break. Food distribution has taken place daily from 9am -12 noon or until food supplies are exhausted. All meals were pre-packaged, and set-up in tables, and staff members disseminated meals to families via drive-thru service (non-congregate setting) to maintain social and physical distancing.

New Village Girls Academy families were notified of the daily free meal service pick up service, via email, letters sent home, phone calls, school's website (COVID-19 Resource Page), OneCall, and during Zoom meetings with families. The after-school program did not assist with this work.

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

New Village Girls Academy notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was 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.

New Village Girls Academy was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

California Department of Education  
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