

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
New Designs Charter School	Stephen Gyesaw, Ed.D. Principal	Stephen.gyesaw@newdesignscharter.net 213.765.9084	June 29, 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 Designs Charter School (6-12) offers the University Park community in South Los Angeles with a high-quality, college-preparatory education that prepares its students to succeed in a global, diverse, and technology-rich society. New Designs Charter School prepares students for post-secondary academic and career opportunities by providing high quality professional development for all teachers; encouraging the use of evidence-based teaching strategies in the classrooms; and providing a rigorous standards-aligned curriculum and UC A-G approved courses.

New Designs Charter School last day of site-based instruction took place on Friday, March 13th. Families were notified of the school's closure via email, phone calls, correspondence, school's website, Blackboard Connect, and letter sent home with their child. Students were placed on Independent Study, and 2-weeks of coursework packets for all subjects were disseminated to all students. The following week our Administrative Leadership Team developed a Distance Learning Plan, conducted a schoolwide technology device needs assessment, Professional Development Plan, and a communication plan for students/parents.

The week of March 23rd school staff contacted every student to identify which students needed a Chromebook; and/or access to internet at home. Our school issued over 300 **Chromebooks** to students via curbside pick-up; and provided families with the list of reduced cost [Internet Service Providers](#). It was essential that 100% of our students have access to a technology device and internet access at home in order to fully participate in Distance Learning starting the week of March 30th.

All teachers including the Special Education Department participated in **Professional Development** on implementing Google Classroom as the primary learning platform, Google Meet, Google Hangouts, and Zoom meetings to develop engaging lessons for all students. Our bilingual staff in collaboration with our IT Department provided students and their families with workshops on how to access the Google Platform, Zoom meetings and the web-based programs.

Our school implemented both synchronous and asynchronous instruction using Google Classroom as the primary learning platform, and Zoom meetings. All teachers provided daily pre-recorded videos for each course which was uploaded to Google Classroom. All teachers also provided synchronous small group differentiated instruction during daily office hours.

Modifications to our course offerings were made for Physical Education which now includes videos; and for Lab Science, our school shifted to virtual labs.

For **Students with Disabilities** the RST teacher collaborated with General Education teachers in lesson planning and provided lessons via Google Classroom. The RST and Special Education and Teaching Assistants provided Students with Disabilities with appropriate accommodations and modifications according to the student's IEP. RSP teachers host daily office hours to provide students with additional academic support and differentiated instruction using Google Classroom. Our SPED Team contacted parents of Students with Disabilities to inform them of the educational services to be provided.

All teachers and Intervention teachers provided daily office hours for any student that required additional **academic support** or intervention. iReady intervention was provided for all students for ELA and Mathematics. Our counselors provide students with **social-emotional and counseling** services via Zoom meetings.

Our staff **communicated** with students/families on a regular basis using Google Classroom, PowerSchool Parent Portal, and Blackboard Communication, phone calls, email's and updates posted on the school's website. In addition, our school staff and Principal continued to host SSC, ELAC and Coffee with the Principal virtually. All teachers were tasked with monitoring student attendance on a daily basis using Google Classroom.

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

New Designs Charter School's Unduplicated Pupil (Low income, English Learner, Foster Youth) Percentage is approximately 90%. As stated earlier, our staff **communicated** with students/families on a regular basis using Google Classroom, PowerSchool Parent Portal, and Blackboard Communication, phone calls, email's and updates posted on the school's website. In addition, our school staff and Principal continued to host SSC, ELAC and Coffee with the Principal virtually. All teachers were tasked with monitoring student attendance on a daily basis using Google Classroom.

Our school recognizes the unique learning needs and supports that are required for language development. All **English Learners** received instruction in both Designated and Integrated ELD. Our Middle School EL students utilized Achieve 3000; while our High School EL student used Edge online curriculum, led by the EL Coordinator.

Our counselor who also serves as the **Foster Youth and Homeless** Liaison maintained consistent communication with students/families to ensure students had full access to all instructional and curricular programs, academic intervention, social-emotional supports, and ensure their needs were being met.

All teachers provided daily office hours for any student that required additional **academic support** or intervention, and Instructional Aides provided daily tutoring services. iReady intervention was provided for all students for ELA and Mathematics. Our counselors provided Unduplicated Pupils with **social-emotional and counseling** services via Zoom meetings.

A student perception survey was administered to obtain feedback from our students and parents on Distance Learning, and identify strengths and areas for growth. Results will be analyzed and shared with stakeholders

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

New Designs Charter School provided all students with asynchronous and synchronous instruction using Google Classroom as its primary learning platform and Zoom meetings. On a daily basis all students are expected to log-in to Google Classroom and participate in Zoom meetings. Our students accessed instructional materials and completed assignments online. Our staff communicated with all families to ensure 100% had access to a technology device, and internet service at home. Students who lacked a device were provided with a Chromebook and a resources to obtain reduced cost [internet service](#) at home. New Designs Charter School has implemented a “hold harmless” grading policy.

Our teachers and students utilized a variety of core and supplemental curricular and instructional materials including: Springboard ELA and Math curriculum, iReady (ELA/Math) intervention, Achieve 3000, Naviance, History Alive, Houghton-Mifflin Science, and Edge ELD curriculum. Our high school students also had access to APEX online courses.

Our teachers, Instructional Assistants and RSP Teachers provided daily office hours, for academic support and intervention. Teachers were also tasked with monitoring daily student attendance in Google Classroom. Our counselors provided social-emotional support and counseling services. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school’s website.

Our school staff was tasked with conducting check-ins of all families to ensure student access to curricular and instructional materials, internet access, identify and provide families with resources, and contacting students/families who were not participating in Distance Learning via Blackboard Connect, email and phone calls. Approximately 99% of our students were accessing Google Classroom and completing coursework on a regular basis.

In addition, New Designs Charter School hosted a [virtual townhall meeting](#) for parents/families to discuss distance learning, grading system and planning for re-opening, via Zoom meeting in both English and Spanish.

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

New Designs Charter School did not provide meal services to students. However, our school provided all families with a list of [LAUSD Resource Centers](#) that provided [free Grab and Go meals](#), in a non-congregate setting to all students. The list of sites, locations and hours were provided to all families and also uploaded to our [school's website](#). In addition, the availability of meal services were also communicated to families by our school staff during our regular check-ins, via email, Blackboard Connect, and virtual meetings with parents.

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

New Designs Charter School notified families of resources where they could 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. Our school 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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