

COVID-19 Operations Written Report for City Language Immersion Charter

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
City Language Immersion Charter	Valerie C Braimah Executive Director	vbraimah@citycharterschools.org 4242570826	June 25, 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.

In response to school closure, City Language Immersion Charter (CLIC) has moved all general and special education instruction online. All core content teachers were required to offer a minimum of 1 hour of synchronous or asynchronous learning every other day. Additionally, teachers are expected to check in with each of their students at least two times per week. We are tracking engagement with various learning opportunities, and recording the percent of work completed by students. All students will receive a mark of "ECEvidence of Completion" or "IEC - Insufficient Evidence of Completion", based on their ability to complete 60% of assignments. Students are held harmless and their academic standing will not be negatively impacted by performance or attendance during closure. The data will help our staff know what supports are needed for students when we return in the Fall. Special education services have continued to the extent possible in a virtual environment. The school distributed 150 Chromebooks and iPads to support distance learning. The impacts vary widely, and some students are completing work and adapting well to the situation, whereas others have been difficult to reach and are not engaging regularly with school.

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

CLIC adopted iStation to support EL students and students performing below grade level, and we are continuing to implement that program during closure as part of our broader instructional program. We have also identified students most at risk for academic, financial, or other home circumstances, and are using our MTSS Framework as a guide to prioritize individual and small-group support. We have assigned special education staff and paraprofessionals to check in with those students several times a week, and provide additional support to them both in terms of their academic and social-emotional needs. We are also coordinating with the county child welfare department to inform parents and guardians of resources that are available to them.

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

CLIC adopted Google Classroom to manage distance learning in grades 3-5. In grades K-2 teachers are using ParentSquare (our schoolwide communication tool) to send out weekly assignments and instructional videos. We upgraded to a corporate level Zoom account to support synchronous learning and social-emotional check-ins. In the first week of closure, teachers were provided with professional development on how to use Zoom and ensure the safety and privacy of students. Teachers collaborate and receive ongoing support for virtual learning technologies and pedagogy at weekly faculty meetings. We are periodically refining our approach and management tools in order to maximize student engagement and learning. Students in grades K-2 are receiving approximately 1-2 hours per day and students in grades 3-5 are receiving 2-3 hours of instruction and independent work activities per day. Many teachers are continuing to implement group projects, social-emotional development, writing into their curriculum. Our key priorities are sustaining Spanish language instruction (in our dual-language model) and supporting literacy development. Learning varies from targeted adaptive intervention on iStation (Math, Spanish Language, and ELA) to long-term inquiry and research projects. Our Specials teachers (Art, PE, and Culture/Music) have also continued to post weekly activities and video lessons for students. Many of our learning resources are linked on a single site for ease of parent and student access: https://sites.google.com/d/1VPeSeQ_ZViB9Hht1QIbju0ZzKcNQnSCb/p/1mhxX5a3avXW81Q07MWVWpiN1iXNM1-nG/edit.

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

CLIC has discontinued meal service during closure. We had a staff shortage and no access to PPE, and LAUSD was providing meals within .2 miles of the campus. Parents were referred to the LAUSD Grab N' Go centers, and we have been monitoring whether family needs are getting met. To date, our data indicates that families are able to access food from the district. We anticipate restarting food services in the Fall (and summer if needed) once we are able to implement protocols to ensure staff safety.

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

At this time no students are on campus during ordinary school hours.