

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Kenter Canyon Elementary Charter School	Dr. Terry Moren, Principal	TLM6846@lausd.net	June 30, 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.

Kenter Canyon, as a neighborhood school, serves 557 students who live in its attendance area in the Brentwood community of Los Angeles and non-neighborhood students who attend the school as lottery space allows. Kenter Canyon's 24 certificated employees and 27 classified employees serve an urban, multicultural, multiethnic student body without regard for race, sex, color, ethnicity, religion, sexual orientation, medical condition, sexual condition, national origin, or disability. The school is comprised of 8.1% English Learners, 26.3% RFEP; 0% Foster Youth; 7.4% Students with Disabilities; 3% Socioeconomically Disadvantaged; 77.1% White; .2% Pacific Islander; 8.3% Latino; .9% African American; 6.7% Asian. Kenter has seen many changes since becoming an affiliated charter in 1995. Stakeholders have come together with increasing collective strength to provide and maintain a high level of instruction as evidenced with proficiency at 84.5% in ELA and 82.3% in Math.

School closures were announced on March 12; Student packets of supplies, books, supplemental, etc. were sent home on March 13; closure started March 16; Device distribution and Meal Distribution started March 18. Teachers began to track students' participation on March 16. The office staff assisted in contacting families who were not participating in online distance learning. Of 557 students, 555 was our daily average of participation. No hot spots were needed. All students in grades 2-5 had 100% of their students online daily. Office hours were scheduled 3 hours weekly to enable parents/students to clarify, seek support, share emotions, etc. with teachers. Staff registered for professional development sessions. 100% of teachers completed at least 10 hours of training to support their knowledge base on how to provide effective distance learning lessons. The school's website provided a list of

“At-home Continuity Plan” resources, updates, and announcements in addition to Principal’s Weekly Bulletin and email/phone messages to families and staff regarding updates/announcements.

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

Paraprofessionals were used to help teachers provide instructional support to Students with Disabilities, English Learners and Socio-economically Disadvantaged (SED) Students. No foster youth are enrolled at our school presently. The Instructional Aides, Special Education Aides and Intervention Aides meet with grade level teams in which they were assigned to plan and receive direction from teachers on their part to support targeted students’ needs. Teachers created breakout rooms to enable students to receive differentiated instruction, language support and emotional support in small, cooperative groups. Paraprofessional participated in the technology professional development, too, so they could learn to use the various platforms effectively under the supervision of their assigned teacher. Non-public agencies provided support to SWD that was aligned to their IEP goals. Students’ families were also emailed information on how to receive technology support and how to access equipment if necessary. Information was sent to all families on the locations and procedures for Grab N Go Meal Centers. Teachers continued to meet twice weekly to plan lessons and address the needs of SWD, ELs and SED students. The website provided additional resources for parents who were seeking additional support in each of the curricular areas, mental health needs or social-emotional needs. Administration continued to observe zoom lessons to determine if any of our families needed extra support or resources. Administration and support staff continued to keep in touch by email and/or telephone with each of our families who indicated that they were struggling or needed emotional support. The perseverance and resiliency were admirable for all stakeholders. Our library aide recorded stories for the parents to read to their children in the absence of home libraries. The Principal mailed all grades 4 and 5 students a core literature book selected by their teachers for a spring lesson aligned to their grade level standards.

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

All Kenter Canyon teachers participated in a school-wide professional development with PlanetBravo Technology, a reputable partnership the school has contracted with for over a decade. The training was designed to address various platforms (Zoom, Seesaw, Clever, Google Classroom, etc. for each grade level to determine how they would execute live demonstration lessons and maintain tracking of

students' participation and assignment completion. Additionally, 100% of our teachers/paraprofessionals completed ten hours of LAUSD mandated training. Separate trainings were provided by LAUSD Special Education Division to enable our itinerant teachers to support students on their caseload with Language & Speech, Occupational Therapy, Physical Therapy, etc. Kenter Canyon scheduled weekly faculty meeting in which support staff and general education teachers would plan strategies, schedules and supports to address specific and targeted students' needs. The English Learner Coordinator provided resources to teachers to support our English Learner population. The Assistant Principal conducted weekly meeting with the Resource Learning Center team to address support to students with IEPs. Kenter Canyon students are enrolled 100% in general education classroom. By implementing "inclusion" for all students, it was essential to provide planning time for general education teacher and itinerant support staff to work collaboratively to address students with disabilities, English Learners and low-income families' needs with distance learning and lesson accommodations/modifications. Lesson schedules and times with learning activities between 8:10-2:50 were provided to parents daily. The email with this information denoted time for independent assignment, and live teacher-led demonstration/lessons, office hours, and enrichment opportunities. For families who wanted more remedial and accelerated opportunities, additional resources were provided on our website for each curricular area, including social-emotional and mental health resources. Principal sent a weekly reminder via email/phone message to all families about meal distribution, technology support and how to contact school personnel for specific inquiries or needs.

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

A connect-ed voice message/email were sent to all Kenter Canyon families indicating the Grab N Go distribution centers would be available starting March 18 with the closest to our community at Daniel Webster Middle School where a total of 52,664 meals have been distributed through May 22; 31,418 meals were provided to children and 21,246 to adults. Meal program information and a link to all LAUSD meal distribution sites was added to our website and sent via email to all families. Kenter Canyon teachers reminded their families of the Grab N Go Meal program as they sent their daily lesson plans. Grab and Go Centers accommodate drive-up and walk-up patrons in separate lanes, generally using a curbside or horseshoe configuration as appropriate for the site. Meals are distributed by Red Cross Volunteers. To minimize the change of contact during meal distribution, Red Cross Volunteers stand behind a table and place a meal bag/box on the table for the patron to pick up from the other side of the table. Meals are replaced on the table as they are picked up, ensuring a steady flow of meals and patrons moving through the

line. Pedestrian patrons are reminded to maintain at least 6 feet of distance between them, aided by visual indicators and staff. Patrons in vehicles are not to exit the vehicle, for safety and efficiency. Patrons pick up meals from an open window of the car, or meals will be placed into a car trunk opened as they wait in line. Pedestrian and vehicular traffic exit the premises after receiving meals, to avoid congregating in groups and maintain appropriate social distancing. Grab and Go staff maintain social distancing requirements and use personal protective equipment (e.g., masks, gloves).

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

Kenter Canyon principal reminded employees of their obligation to adhere to LAUSD policies regarding Child Abuse, Conduct When with Students, Sexual Harassment despite distance learning at an All-Employees' Zoom Meeting on March 18 and March 25. The Principal reminded staff to observe and listen to student's comments to ensure they were safe and supervised by adults. Principal reminded staff of their obligation to report any suspected abuse just as they would if they were on campus. Teachers provided parents with screen norms and asked them to remind their children of the expectations. Few teachers had to contact parents to discuss violation to the norms during the first few sessions. Teachers and administration continued to host opportunities for parents to be engaged with the teacher and school staff through "Town Hall" meetings, Head Room Parent Meetings, "Tea with Terry" Informal Chats, and classroom parents' meetings. Adults who attended office hours, class meetings and provided technical assistance were noted by teachers. At weekly meetings with all employees, Principal continued to ask if there were any supervisory situation in which he needed to address in a private session with any employee. No employees indicated such concerns during distance learning. Parents did contact administration and teachers seeking emotional and mental health resources. Such requests were addressed by providing LAUSD resources and hotlines phone numbers; follow-up calls were made to check on these families. In accordance with the Los Angeles County Department of Public Health, any parents/guardians who inquired about childcare during the physical closure of school were informed through the Los Angeles Unified Hotline Support at (213) 443-1300 that available childcare supports may be found through the City of Los Angeles Emergency Childcare Program (<https://ucla.app.box.com/s/p70g6ru1807wcu7tz3vex1bgcnjuga4y>) and the state of California "Find Childcare" website (<https://covid19.ca.gov/childcare>).