

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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 Covid-19 the schools educational program shifted to distance learning on March 17th. The school's initial distance learning plan was written to address short term remote learning. The plan included outlined expectations of school and instructional academic support staff during Covid-19, these expectations were shared with school staff in late March. During Phase 1 of Distance Learning, which we established in the week leading up to March 13, our last day of in-person instruction, students engaged in at-home work packets. We printed three weeks of work out for students, including review in reading comprehension, mathematics, writing, and foundational reading skills. These packets were printed out in three languages: English, Spanish, and Korean.

When it became clear that the school would likely not reopen for the remainder of the school year on April 3, Bright Star Schools (the overarching Charter Management Organization) released an updated distance learning plan called Distance Learning 2.0. The central purpose of this plan was to communicate how school's operational and academic practices would need to adjust to account for longer term remote learning. Bright Star Schools also put in place temporary student policies for the duration of Covid-19 in the following areas: grading, attendance requirements, and technology use. Additionally, Bright Star Schools also issued a temporary work from home policy for all Bright Star employees. During Distance Learning 2.0, we used a combination of asynchronous learning in the form of recorded videos, online platform, and paper packets, and synchronous learning, in the form of small-group Zoom sessions.

Subsequently, the school issued two needs assessment surveys to better assess the effect Covid-19 was having on families and subsequently student's ability to participate in distance learning. The first survey was issued on April 17th and the second survey on May 29th. These surveys asked questions on the following topics: (1) student access to technology, (2) family housing security, (3) family preferred communications method/frequency, and (4) food security. Based on family responses, the school distributed and coordinated internet services for all families who have indicated need and reconfirmed students willingness to participate in distance learning. Additionally, the school adjusted communication frequency, and the meal distribution (both timing and frequency) to best meet the needs of families.

In order to ensure ongoing communication with families the school used multiple methods. The school's primary parent communication method has been Parentsquare, a technology platform that allows the school to send emails, and resources directly to a parent's phone and email. The school also established the following norms regarding parent communication: once a week communication from Bright Star Schools (CMO), once a week communication (on Monday) from the grade level with weekly assignments and virtual office hours, and once a week admin video. All communication from teachers to families is delivered via ParentSquare.

More detailed description of the major changes to the educational program are included below.

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

In order to ensure our English Learners (EL) were supported with distance learning, staff members trained in ELD strategies and native speakers of students' home languages partnered with classroom teachers and joined small group sessions to support their caseload of students during their ELA and math classes. In addition, materials were translated into home languages and distributed to families. All general education teachers were also trained on supporting ELs in the distance learning setting.

Bright Star Schools has prioritized assessing and providing device and internet access to students, so that all students regardless of income and at home resources are able to participate in distance learning. The school issued chromebooks and mobile hotspots to students who self-reported needing access to internet and devices. Bright Star Schools Information Technology (IT) team also set up technology pick-up dates throughout the spring to allow student's whose circumstances may have changed to pick-up a device and/or mobile hotspot. The IT also set up office hours so that students and staff who were having tech issues could call in or stop by the school for help with their device.

As noted above the school administered a needs assessment survey to better understand how our students housing and food security was being affected by Covid-19. School counselors then worked with families and students to connect them with resources as needed.

In order to ensure all students -- especially our low income, English learners and foster youth -- continue to receive support during this crisis, the leadership team set the following expectations of support staff. Deans and instructional assistants were asked to continue to virtually host both individual and small group circles with students in their caseload. The Dean was asked to host at least two virtual circles per week. Each member of the leadership team made contact with at least 10 students and/or parents on their caseload per week to ensure continuous student and family engagement. Additionally, the leadership team made two videos per week to share with the students. The videos were instructed to include a positive message, focus area for the week, shout outs of specific students, and a strategy for students to cope with distance learning.

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

All teachers began delivering continued instruction using the adopted curricula beginning on March 17th -- one day post campus closure. All teachers used Google sites and Parent Square to organize learning activities, although a small percentage of families have declined the opportunity to borrow a device and are thus working using paper packets. To date, an average 94% of students are actively participating in distance learning each week.

Teachers are delivering direct instruction to students through three weekly, pre-recorded video lessons aligned to independent practice activities assigned on the Google site and Parent Square. These teachers also have small group lessons scheduled with each of their students, twice per week. Additionally, each grade level posts a weekly parent video in the predominant languages that apply to the school (English, Spanish and/or Korean) describing the learning expectations for students and the focus on the week. By the end of each week, each teacher is expected to have two grades per student in the gradebook along with qualitative feedback to students. For those students who opted to complete hard copy/packets, those have been graded as they are turned in. Teachers were given guidance that they needed to be flexible with student deadlines, to account for each student's unique circumstance. Additionally, teachers have been expected to participate in virtual IEP meetings and continue to collaborate with Inclusive Support Teachers (SPED teacher) to support students with disabilities and ensure ongoing equitable access. In addition, the leadership team and instructional assistants created two videos a week to provide enrichment and social-emotional learning activities to students. These were shared on Parent Square and the teachers' individual websites.

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

Bright Star Schools has established a grab and go meal distribution for both breakfast and lunch at Rise Kohyang High School. This grab and go meal distribution is open to the public and will continue to offer meals throughout the summer. The school has communicated all and any changes to meal distribution on parentsquare. As of June 8th, Bright Star Schools has provided more than 14,000 meals to families in the Koreatown community and the current distribution schedule is outlined below:

- [Koreatown] - Mondays and Wednesdays; 9am-12pm. On Mondays, families receive breakfasts and lunches for 2 days (4 meals total) and on Wednesdays families receive breakfasts and lunches for 3 days (6 meals total).

Meal distribution will continue throughout the summer.

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

The school offered social distance learning during school hours as outlined above. However, due to health guidance from the Los Angeles County health department the school has not provided any direct supervision to students during school hours outside of distance learning.

However, in order to ensure that families were connected with supervision resources the school surveyed parents in April. For the parents who expressed that childcare was an issue the school reached out and shared community resources. Additionally, school counselors shared resources with parents who were deemed essential workers.

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