COVID-19 Operations Written Report for Da Vinci Science High School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Da Vinci Science High School	Steven Wallis Principal	swallis@davincischools.org	6/4/20

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.

Following guidance from the Los Angeles County Office of Education and public health agencies, Da Vinci Science. launched a distance learning program on March 16, 2020. Understanding that the closure of school has had a dramatic impact on students and families, communication with families occurred several times each week for the first two weeks, and weekly or more thereafter.

Service quality and personalized support continued for Da Vinci Science students through a weekly block schedule that blended academic and social-emotional support programming through synchronous and asynchronous learning scheduling. Because Da Vinci Science had already incorporated Google Classroom (including Google Meet and Zoom for video meetings) into their instructional program, online instruction, including curriculum and assessment, were in place by March 16th. An additional point of change focused on grade options for our students. Da Vinci Science maintained its traditional grade scale including honors offerings; however, a Credit/No Credit option was also provided to ensure a "hold harmless" provision for students impacted by COVID-19.

In summary, Da Vinci Science has transformed our instructional program to meet the demands of this new world, balancing the health and safety needs of our students and staff alongside the rigor and joy of learning that our Da Vinci educators have always offered.

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

Da Vinci Science has been able to provide additional support services to English Learners, Foster Youth and Low Income students through a variety of strategies:

First, Da Vinci Science identified the needs of students and families to enable student success via distance learning. Da Vinci Science has focused on social, emotional, health, etc. needs first and has used our communication platforms to connect families with services and

resources. Da Vinci Science identified possible access and accommodation issues via surveys to determine a need for Chromebooks and hotspots; a process for pickup of technology was also put in place.

Next, Da Vinci Science has established communications plans that support English Learner, Foster Youth and Low Income students through a variety of communication modes and languages. Da Vinci Science utilized traditional methods as well as social media to contact students not reached during initial attempts. Administrative and student support teams have identified students/families who need additional communication outreach based on lack of student participation in online classes. Parents were updated several times each week on the instructional program, and on what resources are available and where to get help when needed, including local and state resources such as the CDE Parent Newsletter: https://www.cde.ca.gov/sp/el/er/elnewsletters.asp. Da Vinci Science developed orientation videos for all stakeholders and sent them out through their communication channels.Identify staff and teacher needs and address as possible. We have also focused on training and support for teachers utilizing State and county office resources and toolkits: https://www.cde.ca.gov/ls/he/hn/appendix1.asp

Finally, Da Vinci Science has also leveraged existing resources and infrastructure. Da Vinci Science continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Science created specific grade level "trackers" for each grade level so that students (and parents) could easily identify due dates and resources. Da Vinci Science teachers already had access to Mac Books and other hardware. Google Suite and PowerSchool are in place for all students and families.

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

Throughout the last three months of distance learning implementation, Da Vinci Science has offered high-quality learning opportunities.

Academic offerings transitioned to asynchronous and synchronous modes of instruction that scheduled into blocks of time for students to work with their teachers, counselor and peers. Da Vinci Science - specific practices, such as "Presentation of Learning" (POLs), were maintained, as well as time for student advisory, both individual and small group opportunities. In order to ensure high quality instruction, teachers engaged in 4 professional development days to develop instructional activities that reflect best practices in distance learning, including a focus on 1. Providing rigor and joy in academic instruction with a focus on project-based learning, 2. Ensuring equity and access for all students, including supports for English Learners, Special Education, Foster Youth and FRLP students, 3. Maintaining social-emotional learning and community, 4. Ensuring Online Privacy and Safety. Best practices were developed through state and county-identified best practice resources including CCEE COVID-19 Distance Learning Technical Assistance Resources https://ccee-ca.org/distance-learning.asp and the CDE Resources That Support Distance Learning, https://www.cde.ca.gov/ls/he/hn/appendix1.asp, both of which provide toolkits for the priority areas above.

Additional supports for student and families include outreach via various online events, including: "Grade Level Gatherings" for students to get together socially, "Meetings with Administration" for parents to connect with the Principal and Assistant Principal, "11th Grade Planning Workshop" for college planning, and "Town Hall" meetings for all families. Moreover, ensuring social-emotional learning for our students has

been prioritized, including the use of county resources such as Headspace https://www.headspace.com/lacounty for meditation, We Rise 2020 with supports for mental health https://werise.la/, and for our Seniors, the XQSuperSchool Graduate Together 2020 https://xqsuperschool.org/rethinktogether/ to engage our graduates in acknowledging the loss senior activities alongside the possibilities for the future.

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

As of March 16, 2020, Da Vinci School provided the option for meal service for all students. FRLP students were also provided lunch; however, Da Vinci worked with our meal service provider along with our neighboring districts to provide "grab and go" breakfast and lunch, Monday through Friday, for ALL students. Meal service was offered between the hours of 10:30AM and 12:30PM, including during the week of spring vacation, April 4-9, 2020.

Set up in a central location for the "grab and go" service, cones are set-up at six feet apart so that the students/ families are practicing social distancing. Security personnel are on site to ensure there is no congregating or meal consumption on site. The District is also requiring all food service personnel to wear face masks and practice social distancing as best they can.

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

Supervision of students became an early action item for the Da Vinci Science staff in order to ensure essential services for children and families during ordinary school hours. Administration collaborated with the central office staff to create a plan that provides supervision of students, including development of a revised schedule, revision of our Technology Use Board Policy and Student Technology Use Agreement in order to ensure appropriate online safety for all students, and communication of resources to families to assist in support for students and families, including childcare support options: https://rrnetwork.org/family-services/find-child-care.

Supervision of students also includes outreach to students and families who have not responded to distance learning activities. Administrators, Counselors and other support staff have reached out to students who fail to attend sessions during school hours. Personalized and flexible service have been key in reaching students who are at risk. Ultimately, Da Vinci Science is building a distance learning program that keeps kids at the center of our work, including safety, learning and social-emotional supports.