

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
STEM Preparatory Schools	Emilio Pack, CEO	epack@stem-prep.org (310) 963-7373	June 17, 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.

STEM Prep Schools continued to provide instruction to students through the closures using a Distance Learning model. We offered synchronous and asynchronous learning for students 5 days a week. Synchronous learning included whole class and small group sessions facilitated by the classroom teacher. During asynchronous learning, students worked on independent practice and received support through video tutorials, guided notes, model cards, and other resources. In the STEM Prep Distance Learning model, all students continued to receive instruction and support in all courses they were enrolled in prior to closure. Students used platforms like Google Classroom, Zearn, and ClassDojo to access and submit assignments. Assignments were submitted on Fridays. Services were provided to students with disabilities through push in during synchronous sessions and pull out Zoom sessions. Additionally, teachers continued to accommodate and differentiate work for students with disabilities, students designated as EL, and other struggling learners.

STEM Prep Schools was committed to holding students harmless during closures and therefore grades for students could only go up from the grade at closure. All students were assigned a Distance Learning Mentor who worked with them and their families to provide 1:1 support in accessing the resources and creating flexible schedules so that all students were successful. Finally, laptops and hotspots were provided to any family in need of technology and technology support is available for families during school hours.

While all extra-curricular activities, including sports and field trips, were canceled during closure, STEM Prep was able to host its annual STEM competition virtually, as well as promotion/graduation/award ceremonies.

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

Laptops and hotspots were provided to any family in need of the technology. All students were assigned a Distance Learning Mentor (DLM). The DLM reached out to each family at the start of Distance Learning to help get students set up for success. They continued to monitor students' success by communicating regularly with families regarding attendance and work completion. When students had any issues (instructional support, technology needs, scheduling conflicts, etc.), the DLM provided or found the needed assistance.

During Distance Learning, Designated ELD instruction was provided in the form of synchronous and asynchronous sessions with an appropriately credentialed teacher. At the elementary school, the intervention teacher provided ELD practice and synchronous sessions for EL students. At the middle and high school, the ELD teacher held sessions for EL students, provided ELD practice, and worked closely with the

core ELA teacher in identifying target ELD standards to reinforce in their own classes. They then co-planned with these teachers to design lessons and resources. At all schools, teachers continued to accommodate and differentiate work for EL students.

Students enrolled in intervention (math and/or reading) continued to receive instruction and support throughout Distance Learning. They participated in synchronous and asynchronous sessions with their intervention teacher. Additionally, all students who needed additional support at our elementary school were able to work with our after school tutors in the early evening. At our middle school and high school, all teachers held office hours and small group sessions throughout the week.

Counseling services were provided to any students in need through our school counselors, DIS counselor, and school psychologist. At our elementary school, community meetings were held 2 times a week to support SEL and at our middle and high school SEL continued to be embedded into all classes.

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

STEM Prep Schools used platforms such as Zoom and Google Hangouts to meet with students virtually and Google Classroom and ClassDojo to post assignments and messages. Teachers used the adopted curriculum (Core Knowledge Language Arts; Springboard; Eureka Math; Project Lead the Way; Amplify Science), in addition to online resources such as Khan Academy. Additional online tools that teachers made use of regularly were Edulastic, Zearn, Padlet, Actively Learn, and Nearpod. Distance Learning Mentors (DLM) supported families in accessing technology by surveying parent needs and providing the needed support. Technology support was continuously made available to families by DLM and the IT department.

At the elementary school, synchronous sessions were held for ELA and math instruction 2 times per week and asynchronous learning was offered for all other contents. Teachers posted resources to assist students/families with their independent practice. After school tutoring was also made available to students. Schedules were provided to the families at the start of Distance Learning and teachers shared out updated schedules weekly with all the links, assignments, resources needed for that week.

At the middle school and high school, synchronous sessions were offered for all courses 2 days a week through small group instruction. Students could opt into these sessions or they were assigned to the sessions by the teacher or Distance Learning Mentor. The synchronous sessions were offered to support students in their asynchronous learning. Teachers also held office hours twice a week for any student needing 1:1 help. Schedules were shared out with families at the start of Distance Learning and posted on Google Classroom. Additionally, DLMs worked directly with students to set up individual schedules.

Teachers were supported through weekly planning meetings with their instructional coach, 2 organization-wide pupil free professional development days, and weekly site level professional development.

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

The STEM Prep Schools Food Authority (SFA) has been distributing meals to all students - regardless of school enrollment - since March 18, 2020, from the STEM Prep Elementary campus at 1374 W 35th Street, Los Angeles, CA 90007. The SFA applied for and received USDA waivers for serving meals in non-congregate settings, parent meal pick-up, and meal pattern. Grab and go meals are available for pickup by any student under 18 years old or their parent. Each individual may pick up one breakfast and one lunch per day between 9 a.m. and 11 a.m., Monday through Friday. Social distancing measures are maintained during the pickup process, including parents/students staying six feet apart at all times, all staff and visitors must wear face coverings, and all staff wear additional personal protective equipment. This location was chosen

for ease of access and physical proximity to other STEM Prep school sites. Meals are provided in partnership with Better 4 You Meals, a community business which provides nutritious school meals to students including fresh fruits and vegetables.

STEM Prep communicated the availability of school meals to families on its website, via email, via text message, and via phone calls directly to households. STEM Prep also provides information to families on its website regarding other locations offering school meals, such as from the Los Angeles Unified School District. STEM Prep has been responsive to parent/family feedback/needs by adjusting the meal service times to accommodate the largest number of families and continuing meal service during holidays and school closure dates.

The SFA has served an average of 362 meals daily, an estimated total of 26,800 meals through June 30.

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

STEM Prep provided resources for childcare and supervision of students during ordinary school hours on its website, including the Los Angeles County Office of Education and the Los Angeles Child Care Alliance. Parents that call the school requesting childcare are also referred to these community resources.