

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Da Vinci RISE High School	Kari Croft Principal	kcroft@davincischools.org	

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 RISE High modified its existing hybrid distance learning program to launch a full-time virtual learning program on March 16, 2020. Understanding that the closure of school would have a dramatic impact on students and families, communication with families and stakeholders occurred consistently by administrators, teachers, office managers, mental health team, and other staff members several times each week.

RISE High students continue to receive high quality instruction and personalized learning plans through a individualized schedule that blends academic and social-emotional support programming through synchronous and asynchronous learning opportunities. Because Da Vinci RISE High has an well-established distance learning platform, DreamSeeDo, recorded learning , lessons and video meetings, online instruction, and continued implementation of a project-based, competency-based curriculum and assessments, were in place to support the school closures on March 16th. Within the first week of campus closures, instructional videos and resources were provided to students and families so that the virtual schedule, curricular adjustments, and tech platform navigation were as clear and user-friendly as possible.

Given students' needs surrounding housing instability, transiency, social emotional learning, mental health, and safety, the RISE mental health team accessed community agency supports for meal service, housing options, additional counseling services, and general resource provision such as toiletries, food, and supplies for students' infants and children. Further, the mental health team implemented multiple online forums held weekly to ensure increased supports for mental health and wellness, including Wellness Hours, led by our counselors, and Teen Summit, facilitated by case managers and behavior interventionists. The entire RISE staff collaborated to ensure that technology, including laptops and wi-fi jetpacks, were distributed to 100% of RISE students as necessary to access their curriculum and learning.

In summary, Da Vinci RISE High refined its instructional program to meet the demands of this new pandemic challenge, balancing the health and safety needs of our students and staff alongside the continued engagement in learning in order to students to maintain the high expectations for academic achievement and learning that our Da Vinci RISE faculty 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 RISE High has been able to continue its support services to English Learners, Foster Youth and Low Income students through a variety of strategies:

First, Da Vinci RISE High advisory teachers and case managers identified the needs of students and families to enable student success via distance learning and services. Da Vinci RISE High has an existing focus on holistic needs first and has used the available communication platforms (Dream See Do, SLACK, Zoom, RoboCall etc.) to connect families with services and resources. Early on, Da Vinci RISE High staff identified possible access and accommodation issues via phone contact, email and surveys to determine a need for providing additional Chromebooks and hotspots for several of its students. A systematic process for pickup of technology was also put in place.

Next, Da Vinci RISE High established communications plans that support English Learner, Foster Youth and Low Income students through a variety of modes and languages. Da Vinci RISE High utilized traditional methods such as phone call and email, as well as social media, texts via SSICA, and robocalls to contact students not reached during initial attempts. Peer outreach was also utilized for students whose communication with staff had been limited. Administrative and student support teams have identified students/families who need additional communication outreach based on lack of student participation in online classes. Parents and student stakeholders such as social workers, CASAs, probation officers, attorneys, and more were updated several times each week on their student's progress, on how to access and navigate 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> .

English Learners and students with IEPs received both designated and integrated support times, attending whole-class workshops with their teachers and 1:1 meetings with the EL Coordinator and/or the Special Education teacher responsible for their caseload. All teachers received ongoing support and development around implementation of instructional strategies in a virtual setting that would best support our EL students and students with IEPs.

All incoming students received a small-group virtual orientation with our case managers, behavior interventionists, and college counselor. Their individualized schedules were created, and they were assigned their first session with their advisory teacher to ensure they were properly set up on the necessary tech platforms. Da Vinci RISE High also developed an orientation video for existing students and stakeholders and sent them out through their communication channels to support information and access to services. RISE High staff also focused on training and support for teachers, counselors and other job-alike roles utilizing weekly support meetings and accessing state and county office resources and toolkits: <https://www.cde.ca.gov/ls/he/hn/appendix1.asp>

Finally, Da Vinci RISE High has also leveraged existing resources and infrastructure available as an XQ grantee working with stakeholders from its various learning sites including A Place Called Home, Dept. of Probation, Court School liaisons and public health providers, . Da Vinci RISE High linked multiple resources to its website, blog and web portals (Dream See Do, Google classroom and PowerSchool student information systems). Da Vinci RISE High utilizes specific attendance and work product "trackers" for each student so that students (and parents and students) could easily identify due dates and resources needed for success. Da Vinci RISE High teachers and staff were already proficient in accessing online software platforms and other hardware; therefore, preparation and training were limited. Weekly staff and professional development activities were designed for collaboration and developed focus areas and additional systems for sharing resources.

Da Vinci RISE High administrators shared its best practices with the Da Vinci Schools and charter schools in the LA County area as its progress with the closures became evident.

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 RISE High has continued to offer high-quality learning opportunities for its students.

Academic offerings transitioned to asynchronous and synchronous modes of instruction scheduled into blocks of time for students to work with their teachers, mental health counselors, and peers. Da Vinci RISE signature practices, such as project-based learning, Advisory, and “Presentation of Learning” (POLs), were maintained, as well as time for student connections in both individual and small group learning sessions. In order to ensure high quality instruction, teachers engaged in two full days of professional development, in addition to PD and staff meetings held every Friday since the closures. These times allowed staff to modify their instructional activities to ensure they translated into best practices in a virtual setting. These best practices include the following:

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, community, and access to mental health supports
4. Ensuring Online Privacy and Safety best practices, as 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 have included outreach via various online events, including: Senior Meetings, weekly College & Career Readiness Workshops, Wellness Hours, and Teen Summit. 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 of 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 of meal service for all students, including our FRLP students. Da Vinci RISE staff and Da Vinci Food Service managers 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. Students who resided near the South Central learning center had access to food services through the various LAUSD and LACOE identified meal pick up locations. 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 RISE High staff in order to ensure essential service provision for children and families during ordinary school hours. Administration collaborated with the central office staff to create a plan that provided 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. Each student was assigned a student support team consisting of an administrator, a mental health team member, their Advisory teacher, an academic coaches, and for graduating students, a senior support staff mentor. Weekly meetings - both whole-staff and site-specific- were held to share concerns, monitor academic progress and communication with families, and collaborate on increased intervention for high-level student concerns, Personalized and flexible service have been key in reaching students who are at risk.