

COVID-19 Operations Written Report - Making Waves Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Making Waves Academy (MWA)	Elizabeth Martinez, Chief of Staff	emartinez@mwacademy.org , 510-227-9856	05/21/2020

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.

On March 12th, 2020 the MWA Board of Directors voted to close the campus effective March 16th, 2020 in response to the COVID-19 pandemic and the school initiated a shift to Distance Learning which began on March 18th, 2020. At that time, we were planning for an extended closure with a potential return in April 2020. Following guidance from our local county health officials and the Contra Costa County Office of Education, the MWA Board voted on April 9, 2020 to close the campus and continue Distance Learning for the remainder of the 2019-2020 Academic Year. The areas of focus during planning and implementation are:

Continuity of Learning Plan: Prior to the school closure, instructional leadership began developing a Continuity of Learning Plan to inform our approach to distance learning during the school closure. The final plan was aimed at maintaining a high degree of rigor, continuing to teach new standards-based content, and to maintain letter grades on assessments, and transcripts. The plan was launched on Wednesday, March 18th just two days after the campus was closed.

Communication: Strong communication with our students and families is a key way that we are engaging at this time. Additionally, this high level of communication doubles as a form of engagement with their school during a season where we are fully remote. Here are a few ways that we are staying connected: automated calls home, text messages & emails home, meal distribution drive-thru (learning packet distribution, flyers), student emails & instant messages, video messages, Zoom meetings with student leaders, and Zoom Office Hours. School officials maintain consistent communication with CCCOE staff on updates, and that we post critical updates on this dedicated COVID-19: webpage <https://www.makingwavesacademy.org/about-us/covid-19-making-waves-academy-student-family-updates>.

Meal Distribution: MWA began distributing meals to all students (MWA and Non-MWA) every Monday and Wednesday from 11-1pm in a “drive-thru” operation. As of May 11th, 2020, MWA has served over 15,000 meals.

Data Collection: Our Managing Director of IT and Applied Technology Director, Directors of Curriculum, and Director of Data and Assessment are collaborating to track the following metrics: work completion rate, participation in distance learning activities, parent phone calls, paper vs. digital engagement, and Student Support Team communication to students and families, as well as overall experience with Distance Learning.

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

We remain committed to our most critical and vulnerable Learners and families during this time of distance learning. Our Student Support Services Team (S3T) is comprised of Deans, Social Workers, Coordinators and Directors. Together they oversee the continuity of support services during Distance Learning; they worked together to modify our programming for an online delivery and launched their plan on March 26th, 2020 after they ensured all legal and compliance requirements were met for providing services such as telehealth. Additionally, our Social Workers created a very comprehensive document intended to be a resource to families who are seeking out support, whether it's needing groceries, support with housing, talking to kids about COVID-19 or using Restorative Practices within the home.

English Learners and students with Individualized Education Plans (IEPs) are considered when planning curriculum, office hours and family phone calls. Teachers partner with Resource Specialist Teachers and the Director of Special Education to collaborate around accommodating assignments and implementing IEPs. All teachers are asked to prioritize parent communication for these student populations.

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

Engagement varies depending on multiple factors: personal preference, personal need, ELD designation, tier designation, Special Education designation, as well as student's ability and desire to join the zoom calls. We offer a plethora of opportunities to engage with adults and peers throughout the week and work to advertise various supports to ensure high participation for all students. Teachers conduct weekly synchronous Zoom office hours to teach mini lessons, check for understanding and provide whole group feedback. Students have the ability to access online office hours for 6-7 hours throughout the week from their core teachers.

1. Teachers hold weekly one-on-one check ins with specific students who either request or require additional support.
2. Interventionists facilitate math mini-lessons multiple times throughout the week for students on their caseloads.
3. Our ELD Coordinator connects frequently with EL students and their families to case manage in connection to their reclassification goals.
4. Some students have opted to form study groups and hold each other accountable to attending daily zoom sessions.

In addition to online learning, students who may have technical challenges with their Chromebook or internet connection/access, have access to printed paper learning packets. These packets are distributed every three weeks and are aligned to the standards for each course. Support for students using paper packets includes phone calls with classroom teachers, RSP teachers, deans and interventionists.

Platforms Used

MWA began providing Chromebooks to all students in August 2018 therefore, students already have REPs (Routines, Expectations and Procedures) around Digital Citizenship and our Learning Management Systems (LMS) which include Google Classroom and Canvas. Our LMS holds all of our assignments, lessons, slide shows, videos and zoom links. It is the central location for Distance Learning. Because we have been using this technology for some time, our teachers have also become accustomed to specific supplemental tools that they infuse with their practice. Some favorites are as follows: 1) Screencastify: A tool that aids teachers in videotaping themselves teaching a lesson. This tool allows for students to participate in a lesson at their convenience 2) NewsELA: A tool that allows students to read articles and take a comprehension quiz and 3) Khan Academy: An online math-learning platform.

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

As referenced above, MWA began distributing meals to all students (MWA and Non-MWA) every Monday and Wednesday from 11-1pm in a “drive-thru” operation. As of May 11th, 2020, MWA has served over 15,000 meals.

- Meals can be picked up at the MWA campus using a “curbside” pick up system with essential MWA staff implementing safety protocols
- Participants remain in their vehicles and the staff distributing the meals are equipped with Personal Protective Equipment (PPE)
- The Wednesday meals include enough food to extend through the weekend

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

Does not apply to MWA as we are not providing supervision for students at this time.

California Department of Education
May 2020