

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
APEX Academy	John Kuhlmann, Assistant Principal	j.kuhlmann@apexacademyhs.info (323) 817-6550	June 25, 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.

In response to the COVID-19 emergency, APEX Academy implemented a systematic and multifaceted approach to provide integral school program offerings while adapting to the changes brought upon by the school closures.

The school implemented an academic distance learning model where all courses were taught online using video conferencing platforms. Prior to the COVID-19 emergency, APEX had already implemented a 1-to-1 student to computer initiative, thus the shift to having an online learning experience was mitigated by the fact that teachers and students were familiar with the various technological equipment and platforms needed to deliver and access content in a virtual setting. Additional professional development was given to all teachers and support staff to enhance personnel competency on teaching online. Teachers created lessons that were given synchronously via live video conferencing, as well as provided on-demand access to course content (lessons, assignments, materials) to adapt to asynchronous learning opportunities. Providing both teachers and students with the necessary access to adapt to online learning enabled continuity of services given to all students, in particular to student with special education needs, as well as for English language learners.

Social-emotionally, the school adapted its student mental health support by providing services through various telecommunication services (both online and through telephone calls). The school created cohorts of staff (administrators, counselors, support staff) to reach out to students and families on a daily basis. A multitiered system of support was adapted to an online setting where universal, secondary and tertiary supports were given to students and families as needed. Additionally, the school worked with various community stakeholders (non-profits, local businesses) to provide supports in the areas that impacted families – academically, social-emotionally, as well as financially.

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

The design of APEX was to with the most vulnerable student population in the community. Inherent in this philosophy is addressing the needs of English learners, foster youth and low-income students. The school relied on a system already in place, to meet the need of all students during the COVID-19 emergency. APEX continued to provide academic and counseling support services online through daily student telecommunication engagement (online and telephone), by administrators, teachers, counselors and support staff. Assessing basic student needs and providing access to support became a driving focus for the school, particularly in meeting the needs of English learners, foster youth and low-income students.

Academically, allowing for both synchronous and asynchronous learning opportunities helped students access courses in a flexible way to meet their unique needs. In addition to holding classes online, teachers also held office hours where individual support could be given. APEX utilized its partnership with Think Together, an after-school program, to provide additional tutoring and enrichment activities.

Social-emotional needs for students were met by adapting the system of support in place before the school closure. APEX designed a Wellness Team – cohorts of administrators, coordinators, counselors, and support staff – to breakdown the student population into smaller focus groups. This Wellness Team engaged with students daily and collaborated with case workers and other community-based support service providers to meet the mental health, social and economic needs of students. The Wellness Team partnered with the school's technology (IT) team to support students who needed technological devices for online work completion as well as to create a COVID-19 resource webpage as an information hub for resources available to our families such as food distribution, employment assistance, health resources, internet service resources, and more. This was also shared on the school's social media pages, through Parent Square messages, and direct emails.

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

APEX implemented multiple steps to ensure high-quality distance learning opportunities for all students. From the start, the school surveyed stakeholder groups (faculty, students, and parents) to assess group specific needs. Focused attention was given to address staff personnel needs, while technological, health and social-emotional needs were focus areas in addressing student needs. Prior to closure, all curriculum and lessons were available online. Students were able to access lessons and support from teachers, online. With the COVID closure, APEX took steps to insure that not only curriculum was easier to access, but also make SPED & EL support, counseling support available online as well. Teachers added video instruction to their lessons, utilizing programs to embed videos created into their lessons. APEX created daily online learning schedules for all courses. Teachers held office hours for student support, and scheduled individual and small group instruction as needed. During each online class support staff were available to support both the teacher and students.

APEX's Special Education team partnered with classroom teachers to ensure differentiation and accessibility needs continued to be met during school closure. IEP meetings were scheduled via Zoom, over the phone, and in-person with social distancing measures put in place. APEX prioritized getting Chromebooks out to every student who needed one, and had coordinated multiple contactless home delivery dates. APEX partnered with our sister school, Matrix Academy, to procure hotspots for families who are unable to secure internet access. We have shared out resources via phone, email, and social media, with information on organizations providing free or low-cost internet access during school closure. APEX has reached out to every family, via email, phone call, and letter, to see what their technology needs were, how we can support them, and any other issues keeping them from being able to participate in online learning.

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

APEX Academy is co-located on the Helen Bernstein campus, a Los Angeles Unified School District high school. As such, APEX utilized the local school district's food program and participated in the food distribution program. In addition to the services provided by the local school district, APEX reached out and developed partnerships with local business that provided food to students at no cost. The school used various communication platforms (social media, Parent Square communication system) to promote and advertise free meal and food-distribution.

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

APEX Academy services students grades 7-12. Because of the population we serve, supervision for our students has not been the pressing issue it may be for other schools that serve elementary-aged children and their families. APEX Academy's competency-based program has been helpful for families with child care challenges, even prior to the COVI19 school closure. Since our students can learn anytime, anywhere, we've been able to ease the burden of finding child care for our families with young children, as now older siblings may be able to help support with caring for younger siblings while parents are working.

California Department of Education  
May 2020