

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Diego Workforce Innovation High School	Lindsay Reese Area Superintendent	principal@innovationsandiego.org (619) 432-4690	June 4, 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.

San Diego Workforce Innovation High School is a Dashboard Alternative Status School (DASS) that provides independent study for students who have not previously been successful in a traditional education setting. The school transitioned from an individualized in-person independent study model to a distance learning model seamlessly in mid-March. The individualized program already had students doing most of their work independently; however, the significant change was in the way the weekly meeting with teachers and tutorial staff went from face-to-face to other platforms. Teachers, tutors, and other support staff reach out to students at least once a week via various platforms including Google Meet, Google Voice, phone calls, emails, and L4Lconnect. Most students receive work digitally either by email, through the student portal or through Google Classroom. Parents and students were made aware of the changes to the program through L4LConnect communications, emails, letters, flyers on campus, texts, and phone calls. Most of our students are socioeconomically disadvantaged, so students and families are connected to resources for food, basic necessities health care, as well as employment through other WIOA service providers. Laptops and hotspots (as per availability) are being distributed to students to help address equal access. Counselors are available, as well as school psychologists who offer social-emotional support as necessary during these trying times. Students and families choose our program, because it allows them to reach their educational goals using an individualized program that fits their needs and schedule.

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

Teachers with English learners have bilingual support staff to aid in communication with parents and students. We also made paper packets that are instructionally appropriate for English learners with graphic organizers and sentence starters. Additionally, English Intensive continues through Google Classroom. Laptops and hotspots are being delivered to student homes, as some have been unable to make it to the site for pickup. This helps address access and equity concerns. Communications regarding school as well as other resources to aid families during these trying times are translated into Spanish as well.

Counselors provide extra support for foster youth by connecting them with various community resources, as well as providing basic necessities such as toiletries. Employment resources are offered to all students through our WIOA partners. We provided food for students for the first month of the closure until our vendor stopped delivering food due to the pandemic. In response, our counseling team put together a flyer with

the address and phone number for local food pantries and schools that were continuing to offer free food to students. The flyer was shared with students via L4LConnect, google classroom and email.

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

The ongoing educational model used by San Diego Workforce Innovation High School is an independent personalized learning study model. Therefore, students are accustomed to doing the majority of their assignments at home with regular interaction and support from their teachers during the week. Therefore, the transition to a distance learning model required only minor modifications to the existing student- teacher interactions. The design of the curriculum is focused on detailed instructions that allow students to complete the work independently with minimal interaction with their teachers which allowed for a smooth transition for its use in a distance learning paradigm. Students were given laptops and or packets as needed to ensure access to the curriculum. Teachers, tutors, and other support staff have delivered instruction via Google Classroom, Google Meet, phone conversations, online whiteboards, Kami, and any other means necessary to ensure students received proper support. This innovative approach to the individualized independent study model is supported by teachers and staff communicating with one another and the administration through Email, Google Hangout, Google Meet, Zoom, texts, and phone calls.

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

The school is following the advice of relevant governmental authorities. Social distancing practices are visibly posted at all sites. School meals were offered at all locations until our vendor stopped doing deliveries. Only one family was allowed to enter campus at a time. These were pre-packaged meals and were distributed to students by staff wearing gloves and face masks. Furthermore, staff informed students and families of the additional support available through various food banks and other local resources such as the El Cajon Blvd Community Fruit Swap.

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

Our school has followed the advice of relevant governmental authorities and has been abiding by the Executive Orders issued by the Governor. Prior to COVID-19, the individualized program would service students on site for approximately 4 hours per week with additional tutoring services offered as needed. Thus, the adjustment for supervision to students due to COVID-19 was not drastic. In addition, the primary grade levels of the students that attend our program are grades 9-12. These grade ranges do not typically require childcare. Teachers, tutors, and support staff reach out and offer services to students. We continue our efforts to maintain contact with students and continue to support learning via online platforms.