

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Leadership High School	Beth Silbergeld	bsilb@leadershiphigh.org 415-841-8910x1001	June 23, 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.

Our campus was closed effective March 13th. For the remaining part of the 3rd quarter, students were required to complete classwork at home with support from their teachers. Starting April 12th, Leadership implemented emergency distance learning. Each instructor gave 2 hours of work a week via Google Classroom. Some interdisciplinary projects were established that focused on the novel coronavirus and its connection to biology, math, history, and current events. Other grade levels assigned work specific to each course. Teachers met weekly to discuss student engagement and intervention. We suspended our once a week elective block classes, many of which were physical education-focused. Finally, we followed SFUSD’s decision to not give letter grades, but rather give “credit/no credit.”

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

At the outset of the school closure, we ensured that each student had a laptop and communicated 1-2 times a week in both English and Spanish with families and students about available local services—shelter, food, unemployment, mental health, and medical clinics. We tracked which students were not engaged and made phone calls home until we made a connection. We continued weekly professional development for teachers and offered resources on our website. We did not require attendance at synchronous classes, but rather recognized that families were deeply impacted with health, economic, and living situations that were not necessarily conducive to attending classes via video. For students who have IEPs, we provided twice weekly small group tutoring/school work support sessions with their assigned resource specialist.

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

We quickly established a distance learning plan and tutoring hours provided by each teacher and a schedule for each grade level. We were clear with teachers about the expectations that they be available for students, and that they hold them accountable while being flexible given the

challenging circumstances. Administration shared best practices for distance learning with teachers and gathered data about student engagement. Information about free outside tutoring services was also shared with families.

The administration issued a survey at the end of the school year inquiring about families experiences so that we could make adjustments to improve outcomes should we need to continue distance learning.

Our robust advisory program (small cohort of 15-20 students taught by the same advisor for 4 years of high school), enabled us to check in with each student at least once a week.

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

Leadership students accessed free meals via SFUSD Student Nutrition Services at a middle school nearby our campus. Information about where and when to pick up food was provided to families weekly.

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

As we serve only secondary students, we did not provide supervision of students here on our campus. Many of our students were caring for their younger siblings or needing to find employment to make up for a loss of income in their household.