

COVID-19 Operations Written Report for Grass Valley Elementary School District (Grass Valley Charter School)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

The first step GVCS did was to inventory technology and survey families. After determining the best next move in delivering instruction, GVCS drafted a Teacher Expectation document. This document outlined how teachers would contact students and the frequency with which they would contact them, type of instruction that would be utilized for distance learning (subjects, online platforms, packets, frequency of delivery, data collection tools), accommodations for students, and identifying how and who could be used for additional resources for students (school counselor, learning center staff, instructional aides, administration, support staff). Next GVCS organized a distribution day for every student enrolled giving chromebooks to families that requested them. Out of the 460 individual bags packed for students only seven were left at the end of the day. Administration focused on communicating with families, supporting teachers, and brainstorming with district leadership during the early weeks of the closure of schools. For the next several weeks teachers utilized Google classroom, Zoom, Flipgrid, Padlet, Reflex Math, Marco Polo, Google Hangouts, and many other virtual platforms to host academic class meetings and crew building meetings. Knowing that as much as students required academic rigor, teachers recognized they really needed social/emotional support. GVCS developed crew-building initiatives to help students connect with one another utilizing online platforms. Administrators met weekly with teachers and made “guest” appearances in Zoom classes with kids. Teachers held daily classes reaching out to all families of kids who missed sessions. Extra meetings were held with individual students who needed extra support multiple times a week. To finish their year, 8th graders gave presentations reflecting on their progress on Zoom platforms and were scored on a rubric by GVCS staff. Though teachers were not initially ready to deliver instruction via distance learning, many lessons were learned and new tools were implemented.

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

Initially GVCS surveyed all parents to determine technology access. A survey was sent out by each teacher then teachers followed up with individual families. We did a distribution of materials where all families were offered a Chromebook for each of their children to keep at home. GVCS distributed about 250 Chromebooks. Teachers conduct online meetings twice a week to check in with kids and deliver

instruction. Paper materials have been distributed to families that have requested that instead of technology. Teachers reach out to individuals families each week specifically to those who lack regular access to the internet. Lower elementary teachers are doing one on one phone calls with parents and students on a weekly bases - in many cases this occurs several times a week. Our counselor also has provided contact information and a phone number for anyone feeling like they need to talk or are facing obstacles they need support in overcoming.

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

GVCS surveyed all families to determine technology needs. The school has since made arrangements to get technology into the hands of all families that expressed interest. In the early weeks of distance learning GVCS developed a teacher expectation doc that outlined critical areas and responsibilities for teachers. This doc covered teacher responsibilities, expectations, and outlined accountability measures and communication commitments. Teachers conduct online classes at least twice a week utilizing Zoom, Google hangouts, Google classroom, Padlet, Marco Polo, and curriculum sourced online programs. Teachers provide feedback to students utilizing these programmas as well. Teachers follow up with small groups of students using their classroom aids in Zoom breakout sessions. GVCS has done several distributions of materials even using a local bookstore to serve as a pick up location. Administrators meet with teacher teams weekly to get updates on progress, monitor any students that might be slipping through the cracks, and offer support in continuing high quality distance learning. Staff meetings are regularly held via Zoom allowing for teachers to add to the agenda to troubleshoot possible upcoming obstacles. Realizing that single family units might have several children enrolled in our program, our staff put together a Kindergarten through 8th grade virtual meeting schedule to help prevent too many family members having Zooms/Google hangouts/etc at the same time. Our instructional guide assembled a toolkit of initiatives classes can participate in during their online session to increase engagement. Finally, administrative staff are attending class Zooms to interact with students and staff on a weekly basis.

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

Grass Valley Charter is part of Grass Valley School District. The school district has been utilizing Grass Valley Charter's site for meal distribution to families. Systems are in place to allow appropriate social distancing in the distribution of meals. Meals are distributed daily during a three hour time block. In a drive-thru fashion, families pull through communicate how many meals they are in need of and a staff member delivers the meals curbside to the vehicles.

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

Because the Covid-19 pandemic called for the closure of school sites, no direct supervision was possible during this time. Instead, teachers prepared schedules for students while also organizing virtual meeting platforms, work to be completed, and feedback on assignments to keep students engaged.