

COVID-19 Operations Written Report for Grimmway Academy Arvin

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.

Our response to the COVID -19 emergency and the closure of our school, was to develop and implement a GAA Virtual Distance Learning Academic Program that mirrored our on site academic program.

We disseminated Chromebooks to all of our families in order to ensure equity and accessibility to our stakeholders. To date, we have distributed 602 Chromebooks to our GAA scholars. This was accompanied with making certain that our stakeholders had Internet access. Although there were many free Internet offerings, for our families that remained in need of service, we purchased and provided them with Kajeet hotspots.

Utilizing Google Classroom and Class Dojo as a platform, supplemented with Zoom, Go Guardian Chat and the Google Classroom Stream, we assured our instructional staff, students and parents that consistent communication will exist daily in various formats. This communication became key in facilitating a sense of calm and assurance to our stakeholders that authentic instruction and learning would be able to continue throughout the Distance Learning period.

To maintain continuity, the use of our digital-based curriculum aided in our implementation of standards based lessons and allowed us to maintain our various standards pacing guides. Both students and staff followed a Daily Routine Schedule. Homeroom teachers hosted live Zoom meetings with their students daily at 8:30am to take attendance. This meeting provided teachers with the opportunity to facilitate certain SEL Activities with their students as well. Additionally, every content area and elective instructor held daily Zoom office hours from 2:30-3:30pm.

Lesson plans were formatted in various ways, particularly through Google Slides, which allowed instructors the ability to embed videos explaining the lesson objectives. Instructors were required to maintain our GAA grading policy. This policy requires teachers to input a minimum of two grades per week. Distance Learning grades were stored within our GAA-created Distance Learning Attendance and Gradebook Form. These grades were an amalgamation of formative and summative assessments. Likewise, our GAA standard based grading practice of allowing students to reassess in order to show mastery of content standards was maintained. Student participation rates were further tracked through submission of Google Classroom assignments and housed within our MS/ES GAA Student Participation (CDJ&GC).

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

The success of our ability to meet the needs of our scholars that identify with the various subgroups existing within our student population would come to define the equitability of our GAA Distance Learning Program Distance Learning Program. Students identified as having Special Needs, English Learners, Socioeconomically Disadvantaged, Gifted, and Foster Youth are among these subgroups. Acknowledging the need to continue providing comprehensive Professional Development was key to our success at meeting the needs of such students. Teachers continued to receive Professional Development via Zoom. Additionally, instructors continued to take part in grade level and departmental Zoom meetings within our GAA Distance Learning Program.

Our GAA Distance Learning Program lends itself to providing multiple means of representation for English Learners to better understand the lesson as well as articulate their mastery of the content standards. Teachers were intentional in their creation and implementation of integrated lessons. Furthermore, our instructors regularly utilized a multitude of instructional strategies. These instructional strategies included the following:

GLAD Strategies

Anchor Chart Visuals

Graphic Organizers

Cognitive Content Dictionary Charts (ie. Vocabulary that included pictures, definitions, and word usage.)

Narrated Novels

Cloze procedures

Video Demonstrations with Lesson Explanations

Access and Boost Programs within Achieve3000 (which includes additional EL scaffolding)

Incorporating Mango Language Software

Per the Response to Intervention plan within our GAA Distance Learning Program, students with SSTs as well as English Learners were provided designated time as well as additional tutoring opportunities through our “GAA DL Tutoring” to further ensure content mastery. Finally, to make certain that our GAA Distance Learning Program was successfully meeting the needs of all of our stakeholders, we sought feedback through the dissemination of a Google Forms survey.

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

To ensure the Social Emotional well-being of our stakeholders, we made certain to expand upon our Art, Music, Physical Education(AMP) and Edible Schoolyard (ESY) programs. Through the use of Zoom, Flipgrid or Screencastify, our AMP and ESY programs were charged with affording our families a virtual experience that they may engage in as a “stay-at-home” group or individually any time throughout the weekday or weekends. These offerings took the form of: Virtual Cooking Programs, Virtual Gardening Programs, Virtual Art Classes; Virtual Drama Courses; Virtual Music Classes, Virtual Physical Education classes, etc. To ensure equity, Grimmway Academy Arvin provided all of the ingredients or supplies needed in order for our stakeholders to take advantage of such opportunities. These events were well received and well attended.

As teachers gained confidence, became familiarized and developed consistency with creating distance learning lessons, they began to expand instruction by providing live Zoom lessons of the standards being taught and recording them so that students may access them at their convenience. Instructional coaches provided invaluable support and guidance to ensure guided instruction was well balanced with independent practice. The use of the chat feature in GoGuardian allowed students one on one “real time” communication opportunities with their instructors.

We were also fortunate enough to be able to provide an essential service to our outgoing accelerated students by providing a GAA Distance Learning Summer Algebra session to these GATE freshmen. We afforded them this opportunity after being informed by the local high school that they would not be able to provide this traditional Summer Algebra Session requirement.

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

Our Grimmway Academy Arvin Meals Program strove to provide as many meals as possible to our Arvin community at large. In an attempt to achieve this goal, members of our Grimmway Schools COVID Task Force as well as our on site Grimmway Academy Arvin Chef, regularly met with local community members and adjoining school districts in order to coordinate our ongoing efforts. These collaborations aided us in making certain that all families in need may take advantage of the service that we were providing.

Operationally, our GAA Meals Program began in mid March 2020 and continued through June 18th 2020. We served all children ages 18 years old and younger. Safety protocols were established and implemented for both “drive-up” and “walk-up” locations, to ensure contact-free distribution of all meals. Upon pick up of their meal at either of our locations, families received a hot lunch, a supper and a cold breakfast for the following day. Throughout the duration of our meal program Grimmway Academy Arvin distributed an average of 370 scratch meals per day.

Finally, as our GAA Meal Program evolved, we began to adjust our service schedule. In an effort to better align with the end-of-school year closure of neighboring schools, during the latter part of May 2020 we altered our schedule to provide meal service four days per week. In an effort to ensure that our community stakeholders maintained three healthy meals for all five days of the week however, we began providing an additional “shelf stable” lunch and supper during Thursday pickups.

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

Beginning April 14th 2020 through June 18th 2020, Grimmway Academy Arvin provided Child Supervision (CS) for children of essential workers. The program operated Monday through Friday from 7:40 am to 3:40 pm. Upon arriving on campus parents and students were met by school staff at our designated “check-in” station. Once there the school nurse and/or additional CS staff completed a thorough screening procedure. This procedure included taking the student’s temperature as well as asking key screening questions regarding travel and changes in health. Upon successful completion of our check in process, the students maintained an appropriate social distance from one another (minimum 6ft.) as they were escorted to their designated classrooms.

Seventeen students were registered within our GAA Child Supervision (CS) Program with an average daily attendance of thirteen students. Students’ desks were spaced at least 6 feet apart as students were required to wear masks throughout the day (except when eating or receiving speech services). Within the classroom, two meals as well as periodic snacks were served to our students daily. Our scholars were housed within three separate classrooms and grouped within family units which assisted our social distancing efforts.

Students within CS were required to take part in our GAA Distance Learning Program. CS staff supported students by assisting them with logging in, accessing the various learning formats, pacing and work completion. To ensure continuity of learning, CS staff facilitated the 8:30am Zoom check-in for our primary scholars. To help create a positive learning environment, students were given regular opportunities for physical outlet as well as art, music, learning games and written expression. The CS Leadership Team hosted weekly CS staff meetings to review safety protocols and Distance Learning support matters.