

# COVID-19 Operations Written Report for Valley Charter High School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Valley Charter High School	Karen Gordon Principal	kgordon@stancoe.org (209)238-6802	June 9, 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.

- The majority of academic program offerings remained the same during the school building closure. All classroom courses transitioned immediately to online/distance instruction and lessons. Since our curriculum is based on FLVS online, this transition was relatively smooth. School closure occurred March 18, 2020 and all teachers were online with their students March 19, 2020.
- Students in classroom-based programs continued with their teachers and accessed their assignments via Google classroom postings and the Buzz platform.
- Teachers provided instruction via zoom meetings, screencastify videos, and Google Meets.
- Students already enrolled in the Independent Learning program continued with their courses as they had been doing prior to school building closure.
- Theater Arts class ran rehearsals via zoom.
- Robotics course adapted to focus more on software/programming than on hardware/robot fabrication.
- Video Game Design course adapted to use Play Canvas, which is accessible on Chromebooks and utilizes structure and user interface similar to the Unity and Unreal programs used in classroom instruction.
- Our GBE (Graduation by Exhibition) requirement was suspended.
- No classes were discontinued or dropped.
- The tutoring program continued via Google Meets and online support.
- Meal service continued.
- All courses were continued through distance learning and online curriculum, Florida Virtual (FLVS,) which is our CA standards aligned a-g curriculum
- Mental Health services were continued through our contract with MIRI.
- Foreign Exchange program/travel for student was suspended until next year.
- Extra-curricular events such as prom, senior trip, and awards night were suspended.
- The Bi-literacy Seal Program through the district was suspended; we had three students on track to earn that seal.

- Extended Summer School (ESY) was adapted to an online registration process through InfomedK12 and all classes will be provided via distance learning. The Academic Counselor makes necessary referrals and tracks enrollment.

The major impact on our students and families have been the challenge to keep students engaged in distance learning and to differentiate instruction as needed. Students and parent were impacted by the challenge to create routines and schedules at home to supervise completion or attempts to do assignments. Parents were challenged to provide adequate supervision for students regarding academic work.. For students on mental health clinician caseloads, it was challenge for them to communicate needs. For some families, getting to school to pick up Grab and Go meals was difficult. Student reported feeling frustrated at not having classroom instruction and ability to ask questions the same way they would on a classroom. They found it hard to stay focused and to prioritize doing assignments. They felt easily distracted in their home environments. Some seniors have indicated they will postpone college attendance because they do not feel they will be successful with remote or distance learning in college.

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

- To meet the needs of Foster Youth and Low Income students, our Student Support Advocate remained active
- SSA continued to check in with families, assess needs, and provide resources and referrals as possible,
- Mental Health Clinician remained active and provided continued services.
- Students continued to have access to Chromebooks and were referred to hotspots as needed and/or possible.
- Breakfast and lunches continued to be available.
- To meet the needs of English Learners, teachers continued to provide translation resources and other appropriate instructional materials
- Continued to modify assignments as needed and to provide grade level curricula to support continued learning for EL students .
- Provided all notifications relevant to school and programs in Spanish as well as English for LEP parents.
- Utilized Russian and Spanish translators on phone calls to communicate with parents as needed regarding academic progress of students
- Last round of testing was suspended by the state.

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

- Every student confirmed to have been assigned a Chromebook
- Students assessed for wifi access; referred to hot spots or sources as needed.
- Book supplied as needed.
- Process for Chromebook repair/replacement in place
- Paper packets available for math as needed.
- Teachers available online and via email during their regular work hours; students had access to contact information for every teacher.

- Teachers followed class schedules and daily online check-ins conducted by every teacher for every class via Buzz time, Google Meets, and/or Zoom. Follow up calls made to every student who failed to check in for two days.
- Teachers all trained and proficient in the online curriculum (FLVS) and able to adapt readily to distance teaching.
- Instruction provided via Google Meets, Zoom, Screencastify, and one-to-one phone contact as needed. Teachers followed the curriculum as much as practically possible and made relevant modifications as needed.
- Supportive instructional video links provided for math via the FLVS program. Science labs were adapted to be done online.
- Tutoring continued via zoom and/or Google Meets daily.
- IEP's were followed. resource teacher and tutors worked 1:1 with students as needed.
- IEP meetings held via ZOOM, and the resource teacher and support personnel were available 4 hours each day to provide assistance to students and parents.
- Resource teacher maintained consistent contact with students with IEPs and their parents via texts, emails, and phone calls each day as needed.
- Grading protocols were adapted to meet state mandates and to ensure students' grades were not negatively impacted by school building closures and the implementation of distance instruction and learning.
- Early College referrals continued and the Academic Counselor continued screening and processing paperwork so students could register for summer/fall online classes at Modesto Junior College.
- Weekly staff meetings held via zoom to assess teachers' well-being and needs to enable them to continue delivering high –quality distance learning opportunities.

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

- We continued our contract with our meal provider.
- Families were kept informed of food availability time and place via robo-calls, postal mail, and emails. Families were informed of multiple sites where meals were available and the pick-up times.
- Prepackaged food delivered to school site regularly.
- The Food Service Assistant set up a table in the parking lot adjacent to front entrance. Sign instructed families to honk car horn, and breakfast /lunch bundles were provided for all children present/accounted for between ages 2-18.
- Masks and gloves were provided for all essential works on site. Sanitizing wipes and spray used regularly to clean all contact surfaces.
- Lunches were set on table for family to collect and to maintain safe social distancing.
- Other office staff alternated days to be on site so Food Service Assistant was not alone in the building.

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

- Attendance taken daily in each class. Parents of students who failed to check in were called to assess student's welfare.

- Teachers provided multiple opportunities for students to engage in virtual classroom gatherings via ZOOM and Google Meets to provide contact and supervision during regular school hours.
- Mental Health clinician checked in with students on her caseload to assess safety and welfare. Contact and service information provided weekly to all students via google classrooms and emails.
- GoGuardian notifications continued to inform teachers and administration about any questionable sites being accessed by students. If students were assessed to be at risk based on sites they were accessing, phone calls were made to guardians and referrals made to support services if needed.