

# COVID-19 Operations Written Report for Gratton Elementary 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.

Gratton School District has provided many changes to program offerings in response to school closures to address the COVID-19 emergency. Gratton School was officially closed on March 19, 2020. Students were dismissed at the end of the school day on March 18, 2020 with take home assignments. The teachers were instructed to check in with students/families daily via Class Dojo. All families were notified by the District that teachers would be checking in with students via Class Dojo, email and phone. The primary source of contact used was Class Dojo. Teachers utilized email and telephones to reach families who were unresponsive on Class Dojo. The District provided information regarding existing online content with links to educational resources and programs on our website. The District also emailed the document to all families with the embedded hyperlinks to access these resources. Families were informed that student grades could be improved by making up missing assignments, redoing assignments for a higher grade, as well as participating in the ongoing distance learning assignments. Parents were encouraged to utilize Powerschool to monitor student grades. The District sent out a technology accessibility survey to identify families who needed devices sent home and/or who did not have access to wi-fi. Devices were provided for students who were unable to access online resources and lessons. Upon the virtual return from spring break, teachers made home deliveries to each student that consisted of grade appropriate, standards based “new learning” packets, as well any curriculum specific workbooks or consumables necessary to move forward with the distance learning program. Teachers provided daily live lessons to first-eighth grade students via Zoom. Online assignments were given to students via Google Classroom and Class Dojo. In addition to live lessons, curriculum-based workbooks and “new learning” packets, teachers utilized the online components for their grade level curriculum programs to enhance the distance learning program. Kindergarten students were provided daily, pre-recorded lessons on Class Dojo that were standards based. A second home delivery distribution for distance learning packets took place the first week in May.

The major impacts of the school closures on students and families include transitioning to home learning for students while many parents were working from home, the difficulty of attending to distance learning for multiple children in the home at different grade levels, the social and emotional strain on students due to the physical disconnection from their peers and teachers, as well as the strain on wi-fi connectivity and reliability due to the amount of devices and the lack of technological knowledge.

The District office staff, administration and teachers frequently reached out to families through Class Dojo, email and phone during the school closure to provide support and direct them to necessary resources, as needed.

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

The Gratton School District has a combined low-income population of 22%, a combined English learner population of 3.4% and a combined foster youth population of 0%. The District addressed the needs of students from these demographics by providing translations of information to Spanish speaking families as needed, direct calls from a Spanish speaking staff member to check-in and explain the distance learning program and resources to Spanish speaking family members, providing individualized and scaffolded lessons, providing one-on-one teacher check-ins to discuss learning materials and expectations, providing home delivery of materials to all families, providing digital devices and information about hot spots to those with connectivity issues, providing regular contact via phone, email and text to encourage students to participate and offer assistance with getting logged in and completing assignments, as well as daily Zoom tutoring sessions to assist struggling students.

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

Gratton School District has continued to deliver high-quality education through distance learning by maintaining personal and individualized contact with each child, in addition to offering a robust learning opportunity. Gratton implemented a hybrid model that provided families with a choice to have their student participate online and/or complete pencil and paper assignments. Teachers were available on all regularly scheduled school days and during regularly scheduled school hours through Class Dojo, phone, text, and email to answer questions and provide assistance to students and families, as needed. Gratton's media aide was also available during these times to provide technical support to families and teachers. All teachers in grades kindergarten through eighth held either live or prerecorded lessons on new, grade-level, standards-based material. Teachers in grades first through eighth grades also held daily Zoom tutoring sessions. All daily Zoom lessons and class meeting times were recorded on a master schedule and arranged to prevent conflicts for families with students in different grade levels. In addition to supporting our struggling students, teachers also provided opportunities for enrichment projects for our high achieving students. Resource and speech services were offered and delivered through Zoom to our designated RTI and SPED students. Teachers quickly adapted to utilizing technology to deliver instruction. Teachers successfully utilized Zoom, Google Classroom, Google Meet and Class Dojo, in addition to the online core curriculum components of Study Sync, Wonders, and Go Math. Additional online programs used to assign lessons and enhance student learning include Accelerated Reader, Spelling City, Xtra Math, Khan Academy, Zearn Math, Reading Eggs, Math Seeds, Epic Reading, Scholastic and websites that offered virtual field trips. The District also conducted collaborative faculty meetings via Zoom to plan the ongoing delivery of instruction and to share best practices. The District surveyed the teachers for student participation at the beginning of May and the results revealed that 81% of students were participating in the distance learning program on a regular basis.

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

Gratton School District worked with a nearby school district that operates a community eligible meal program to provide meals for our students. The assisting school district delivered "grab and go" breakfast and lunch to our students on the Gratton campus that provided meals for each day of the week during the school closure.

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

Gratton School District did not provide day care or student supervision during the school closure.

California Department of Education  
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