



COVID-19 Operations Written Report for Alder Grove Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Alder Grove Charter School	Tim Warner Director	tim.warner@aldergrovecharter.org 707-268-0854	06/09/2020

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.

When the county's schools decided to close, AGCS began the process to convert all necessary on-campus activities to virtual platforms. Many of our homeschool and pure independent study students continued without significant change. The Special Education department immediately contacted families to schedule comparable services for students with IEPs, and regular specialized academic services continued. For campus classes, including core subjects, electives, CTE and dual enrollment, teachers worked to create Google Hangout, Classroom, or Zoom meetings, keeping the original class schedule when possible. Weekly independent study meetings were also held on a virtual platform. Our Title 1 labs and tutoring services (reading, writing, math) were also converted to digital platforms. Teachers worked with parents to provide Chromebooks when needed, AGCS also provided teachers with laptops if updated technology necessary, and a monthly tech stipend to cover internet and cell phone usage remotely. The office was closed to the public, with minimal staff in rotating shifts to accomplish daily operations. Teachers could come to campus and drop paperwork, pick up materials for students and other necessary instructional items on a schedule that limited visitors in the building. Masks, sanitizing/hand washing, and social distancing were practiced inside the building. For struggling students, virtual extra support meetings were conducted as necessary.

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

Regarding our students designated English learners (EL), AGCS continued to offer a personalized approach to work ELD goals for each student. The work involves both integrated ELD in virtual sessions offered by our general education educators in the form of distance learning lessons/assignments with an ELD component addressing the ELD standards of parts of our standards: Interacting in meaningful ways, learning about how English works, and addressing foundational literacy skills. Teachers address their content standards while keeping in mind the aforementioned standards to ensure our students are continuing to make progress on linguistic proficiency from emerging to bridging during lessons that allow for students to collaborate, interpret and produce on assignments. Our educators are addressing our designated needs by meeting regularly with students via Zoom, Google Meet and other platforms to interact with students and families on continuing protected time to work on language development and making assignments available via platforms such as Google Classroom and thereafter meeting with students on synchronous activities/assignments. Bi-lingual educators are paired with ELD families, and continue a weekly check in regarding how students are progressing and to ascertain any arising needs. All AGCS students, including EL, foster youth, and low-income students are provided with personalized curriculum, appropriate technology (Chromebooks), and additional support as needed. Additional support can include tutoring, working in small group support classes (writing, reading), or attending labs (reading, writing, math) independently by a virtual platform.

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

AGCS distributed Chromebooks and hotspots as needed. Teacher collaboration and shared documents/resources enabled additional access to instructional media for students and families.

Teachers have developed high quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.

Teachers have utilized strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.

Teachers have offered and observed established virtual office hours and meeting times during the regularly scheduled work day that included, but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.

Teachers have provided instructional resources and materials through paper-based packets, regular curriculum, and/or digital learning means such as Google Classroom, Jupiter Ed, or other tools of choice.

Teachers have communicated regularly with parents and families regarding expectations and student progress; if students were not engaged in the lessons and assignments, teachers have contacted parents and/or the school Academic Support Coordinator to offer extra support meetings. Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.

Teachers will monitor school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.

Modes of communication have included email, phone, text, paper correspondence, and face to face communication with appropriate social distancing observed.

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

AGCS offers grab and go breakfast meals ready to pick up on campus. Staff have been trained on hand washing, basic food safety principles, face mask safety precautions, and social distancing guidelines. When distributing meals, staff wear a face mask, gloves, and practice no contact hands off. All meals are distributed outdoors and traffic flow and pick up stations are designed to be 6-feet apart. Staff avoid touching or reaching into vehicles.

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

If the student has parents who are essential workers and they are in need of childcare, AGCS referred the families to Changing Tides Family Services, our local resource and referral agency for childcare, to match care to the need. In some cases, referrals were made to the Family Resource Center, Homeless liaison, and known local child care programs in the community.