

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Grizzly Challenge Charter School	Paul Piette, Director	<a href="mailto:ppiette@myggya.com">ppiette@myggya.com</a> 805-782-6881	June 16, 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.

Grizzly Challenge Charter School provided students and families with school instruction, resources and supports in response to our school closure. As a partner in a residential program, the largest impact on students and families was our students physically moving back home and leaving our structured, safe, and supportive environment. Instructionally, we transitioned to distance learning and supplied every student with a Chromebook. We contacted all families to help them obtain Internet service in their homes through the various service providers. In homes where we couldn't get high speed Internet, we supplied hot spots to students to connect to the Internet through cellular connections. For others, we provided hard copy work that we mailed to their homes. We delivered a structured school day where classes were taught daily through live zoom instruction from 9-12 and our instructional staff delivered small group and 1:1 tutoring every afternoon from 1:00-3:00. Special Education services continued to be delivered long distance as did Social and Emotional learning and supports. Our therapists continued to provide therapeutic support over the phone and all counseling and instructional staff made every effort to support and intervene as necessary when students lost motivation or engaged in unhealthy destructive choices.

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

Our school is close to 90% unduplicated count meaning that our school-wide intensive services are available to all students including English learners, foster youth and low-income students. We continue to serve the high need for support on remedial education, social/emotional services and connections and relevance of education and training to careers. As previously stated, our instructional staff, counselors and therapists greatly increased their efforts to match the need to provide social/emotional support and skill building. Our bilingual paraeducator worked intensely with our English Learners, all teachers continued to focus on speaking and listening skills as well as academic vocabulary. Our Foster Youth liaison continued to monitor and support those youth and communicate with the Case Managers. Low income (85% of enrollment) students and the entire student body were incentivized to stay engaged with contests and rewards. To mitigate and intervene in some of the digital challenges, our staff provided frequent 1:1 technology assistance to remove those barriers to accessing the curriculum.

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

At the implementation of school closure, Grizzly Challenge Charter School all students were provided with tools and resources needed continue accessing the curriculum and instruction from our teachers. We distributed chromebooks to each of our students and assisted families with obtaining high speed Internet and/or hot spot access. All teachers attended several professional development sessions to provide a coherent and consistent delivery model for our students. Students were trained in using Zoom and were all given a daily schedule to “attend” classes and live instruction with their teachers. Paraeducators and Special Education teachers met with students to assist with instruction and learning. Students were all previously trained and accustomed to Google Classroom, so during closure, instructors continued to use that as a management system. Open and scheduled tutoring took place daily from 1:00-3:00 every afternoon. Weekly progress reports were created to assist all staff to identify students needing attention, support or motivation.

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

Students enrolled at Grizzly Challenge Charter, enroll in a residential setting. When closure was put into effect, all students moved home and into their districts of residence which are located throughout the state. The students were provided school meals by their district of residence through the National School Lunch Program. The school communicated their options and opportunities to families including the increased P-EBT benefit application in late May via email, letters and social media postings.

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

Our high school delivered a structured school day with live Zoom instruction from 9:00 am-12:00 pm every day followed by small group and individual tutoring from 1:00-3:00pm. All parents and families were consistently communicated with around student schedules and opportunities. Both school staff and military staff called students and families several times each week to check in on the status of the student, identify any challenges or needs and to assist in meeting those needs.

Grizzly Challenge Charter School, along with all the LEAs in San Luis Obispo, formed a partnership with local government agencies, Cuesta College, Cal Poly San Luis Obispo, and the San Luis Obispo County Office of Education to provide childcare supervision. Specific childcare locations were determined following a survey of stakeholders, and potential participants, resulting in childcare centers being strategically placed in the north and south areas of the county. Programming support was provided through community partners that included Champions Childcare, and the SLO YMCA.

Childcare was provided from 7:00-6:00 daily for families who complete online registration forms. The children of first responders, health care staff, and essential service workers were given priority enrollment. Children beginning at age three were eligible for services. Activities included support with distance learning assignments, language instruction,

social development, outdoor education, athletics, movement, dance, and dramatic play. Nutrition was provided by various partner agencies.

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