

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sonora Union High School Dist.	Mark Miller, Superintendent	mmiller@sonora@sonorahs.k12.ca.us	6/9/2020

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 Sonora Union High School District moved to a Distance Learning model because of the school closures due to the COVID-19 emergency. Teachers moved their instruction to the Google Classroom platform with the exception of two teachers that had previously utilized the Canvas platform and continued to do so. Teachers worked with their colleagues to identify the essential learning necessary for their students to continue to make progress toward meeting the standards set by the District and the State of California. Students without the necessary devices to access the learning from home were provided with a device and those students without a connection to the internet were provided with paper copies of all lessons. The grading policies put in place during distance learning to assess student learning were developed to ensure that students' grades would not be harmed but could only be enhanced during the school closure.

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

The district is continuing to support the English Learners, foster youth and low-income students the following ways. Teachers worked closely with their peers to identify the essential learning necessary for their students to continue to make progress toward meeting the standards set by the District and the State of California. Students without the necessary devices to access the learning from home were provided with a device and those students without a connection to the internet were provided with paper copies of all lessons. Teachers have made extensive use of Google Meets and the Zoom platform as well as scheduled office hours to provide as much face to face instruction as possible during the school closure. Additionally Paraprofessionals have made regular contact, at least twice weekly, to provide additional support and ensure that students understood their lessons and were able to complete the work assigned and to provide assistance accessing any needed services.

The Counselors and Administrative team worked to identify students who were at risk, including foster youth and low-income students. Staff reached out to them regularly to provide access to resources and also to provide printed copies of the distance learning materials when needed. The counselors, including ERMS and the school psychologist pushed out resources to all students, including at risk students, regarding mental health supports and academic supports. The school psychologist maintained regular office hours for students to meet/check in remotely, and the counseling staff provided students with opportunities for students to reach out any time. Students in these categories who also receive IEP services were contacted weekly by both their case manager and a para professional to provide academic support.

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

Teachers worked closely with their peers to identify the essential learning necessary for their students to continue to make progress toward meeting the standards set by the District and the State of California. Students without the necessary devices to access the learning from home were provided with a device and those students without a connection to the internet were provided with paper copies of all lessons. All Teachers at Sonora High School created a google classroom that they are using to facilitate instruction, assignments, assessments and announcements for students. The Google classrooms were pushed to all students on each class roster. As students accessed the Google classrooms, teachers reported to administration any students that were not engaging with the classroom. Both teachers and administration attempted contact with students and their families to identify what the prohibiting factor was in the student accessing the Google classroom. Additionally, Teachers have made extensive use of Google Meets and the Zoom platform as well as scheduled office hours to provide as much face to face instruction as possible during the school closure. Ongoing training has been provided to staff in the various online platforms and communication tools. Teachers in each department set up weekly "office hours" during which they were available to students to engage in discussion or ask questions of the teacher. The Districts counselors made regular contact with at risk students to ensure that their academic and emotional were being addressed. Counselors operated on a teacher/administrative referral, or self referral by students and/or parents basis when concern was expressed. Counselors continued the registration of returning students and incoming freshman through out the time of distance learning.

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

Sonora Union High School District provided 2438 breakfasts and 2428 lunches from March 16, 2020 through May 22, 2020. During the school closure, for the first week, food was delivered daily to 7 different locations that were located in close proximity to our students homes for pick up. As determined by need, the pick up locations were modified as the week went on. Starting on Monday, March 30th, in cooperation with the rest of the schools in the county, student meal pick up could occur at whatever school site was closest to the students house. Meals were placed on a grab and go cart with no handling after the meals were made. The recipients were asked to que with the appropriate distancing until they were able to take their meal. Meals were provided to the students on Monday (2 breakfasts and 2 lunches per student) and Wednesday (3 breakfasts and 3 lunches per student) between the hours of 11:30 and 12:30. To eliminate waste, students or parents signed up for meals by either e-mail, telephone or coming by the high school.

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

NA

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Dario Cassina High School Supplement	Roy Morlan, Principal	rmorlan@sonorahs.k12.ca.us	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.

Dario Cassina High School has been significantly impacted, as you can imagine, by the COVID-19 crisis. We have responded to the crisis by moving to a remote teaching model. The model that we have developed is also further impacted by availability of technologies for our financially “at risk” families. To maintain equal access to learning for the students our staff developed educational packets that are delivered to the students for completion. The students complete the packets and return them to the teacher via a drive up/drop off process. The students are also contacted by the teachers weekly to provide clarification and support for the students.

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

Dario Cassina High School currently has no identified ELL enrolled, but we do have foster youth and low-income students enrolled. We are supporting these students through various strategies. First, we are helping with food distributing for our low-income students. Weekly we provide them with various food items provided by a local support agency. Second, we are also providing meals to students through the District Cafeteria. Lastly, our counselor and staff members are contacting the students weekly to identify any further needs they may have.

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

Unlike many districts, we are not providing enrichment educational activities. We are providing standards level curriculum through our drop off and pick up model. The decision was made to support students to maintain their learning opportunities. All students are receiving educational materials that meet these standards.

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

As previously stated our District is providing school meals for all students. Additionally, our site accesses further supports through local agencies to provide meals for our low-income students. These food supports are provided through a drive through pick up model.

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

Due to the COVID-19 restrictions in our region we are not allowed to have groups greater than ten in number.

California Department of Education
May 2020