

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sherman Thomas Charter High School	Jessica Montemayor, Principal	jmontemayor@mystcs.org , (559)479-0754	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.

- Sherman Thomas Charter High School (hereinafter referred to as “STCHS”) is a hybrid independent study high school. We are already a distance learning school. Therefore, the transition to distance learning was not a difficult transition with minimal interruptions.
- STCHS offered the following services to our unduplicated students:

- SPED students - Students were offered their minutes through Google Meet/Zoom weekly with a special education teacher. Student’s accommodations continued with no interruptions. Accommodations such as “tests read aloud” were provided through Google Meet/Zoom meeting with the special education teacher.
- EL students - Students were offered a reading and writing lab through Google Meet/Zoom weekly with a certified teacher.
- Foster Youth students - Not Applicable
- Low Income students - all students and guardians were called the first day of distance learning to tell them where and how they can get free breakfast and lunches. Students and guardians were informed every time there were changes to the meal program.

- STCHS’s meal vendor, Ezekiel Tafoya Alvarado Academy (hereinafter referred to “ETAA”), continued offering breakfast and lunch. Students were informed of the new location and times to receive their meals.
- Days following our school closure, all staff divided up our student list and spent the day calling every student to check in on them and see how they were doing. From those conversations, the staff drafted a list of students needs, including physical needs (such as hotspots and computers, mental needs (such as special education accommodations and interventions) and emotional needs (such as their well-being - anxiety, stress, fear, panic, and depression). We drafted and completed our priority list (i.e. mental check-ins, physical wellness checks, meal information, and curriculum/technology drive throughs).
- Currently our school is reading “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools” and planning for the needs in order to comply with the guidelines set by the California Department of Education. Some items we already have in place are:

- Plastic barrier shield at the front office.
- Individual computers will be assigned to each student.

- o Hand sanitizer stations throughout the facility.
- o And more

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

- As stated above, EL students were offered a reading and writing lab through Google Meet/Zoom weekly with a certified teacher. Math tutoring and interventions were also available weekly for students. STCHS does not have any current foster youth students. All students and guardians were called the first day of distance learning to tell them where and how they can get free breakfast and lunches. Students and guardians were informed every time there were changes to the meal program. All students and parents were surveyed to see who needed a computer and internet access. All students who needed a computer received one within the first week of distance learning.
- Weekly communication was sent out by the administrator to all parents and students in English and Spanish with updates. All teachers communicated with students daily through their Google Meet/Zoom classes or one-on-one mental and/or educational checks. Important information was also mailed home in both English and Spanish.

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

- As stated previously, STCHS is a hybrid-independent study school. Our students meet three times a week for their core classes and do their core classes independently twice a week. With direct in-person instruction closed due to COVID-19, direct instruction continued to take place through Google Meet/Zoom. Teachers also created videos that were linked into Google Classroom to help aid students with their work. Teachers focused on solidifying standards that had been taught but needed more practice to meet mastery.
- All staff were accessible through email, text, phone, and daily office hours.
- Various policies were presented and approved by the board during the school closure. One of these policies included a grading policy change that brought “no harm” to our students.
- All students had access to technology to complete their work. One student's internet fell through in the middle of school closure. We worked with the family to provide access to a hotspot. In the meantime, a work packet was made for this student and each teacher called the student to assist him with his work. Specifically, his art teacher spent an hour on the phone with him walking him through his final art project. It turned out great!
- All students' special education accommodations and minutes were met, as stated above.

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

- All of our students had access to meals provided by our food contractor, Ezequiel Tafuya Alvarado Academy (ETAA). Meals were distributed once a week and each kit included 10 meals (5 breakfasts and 5 lunches). Our parents were provided with electronic and physical fliers regarding the meals program, including pick up times and location (0.8 miles from our school site). Our cafeteria manager worked in consultation with the chef of ETAA to coordinate information for our families.

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

- As STCHS is an independent study school and a high school, supervision was not needed during this time.

California Department of Education
May 2020