

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Amador County Unified School District	Sean Snider, Assistant Superintendent, Educational Services	ssnider@acusd.org 209-257-5334	June 24, 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.

As soon as physical school building closures were announced in March, Amador County Unified School District staff immediately began preparing to implement distance learning without delay. Families were given a list of resources to continue student learning for the first full week of school closures, and all teachers began providing teacher-led distance learning the week of March 30. We attempted to limit program changes for students as much as possible. The degree that a program was changed depended on its ability to comply with CDC and local public health guidelines.

Academic: The major change to academic programs was the nearly overnight shift from traditional classroom instruction to distance/ mostly online learning. Teachers, still responsible for providing instruction appropriate for their grade level/ content area, moved their classrooms to a digital platform. Many core academic programs were able to rely on the digital components of our already adopted curriculum making it easier to ensure the continuity of learning. Unfortunately, due to their reliance on experiential learning, some programs were more adversely impacted by the transition to remotely teaching (i.e., Art, Drama, Culinary, Industrial Arts, Agriculture, and the hands-on portion of science instruction). Teachers of these subjects had to demonstrate creativity and flexibility as they were unable to ensure that their students had equal access to the supplies/ apps/ equipment needed to complete comparable activities at home.

Social: Programs focused on promoting community connectedness (i.e., Where Everyone Belongs, Link Crew, Kindness Club, etc) were often paused as staff priorities were shifted toward meeting the academic needs and there wasn't sufficient time to reimagine their role in our educational landscape.

Athletics: All spring sports were canceled.

Social-emotional: Counselors regularly met with students and families remotely, and teachers recognized the important role of the face-to-face interactions during Zoom and Google Meetings.

Nutritional: Food services transitioned to the grab-and-go breakfast and lunch options described below and distributed them at predetermined locations throughout the county.

Special Education: Special education services were modified to be provided remotely.

The major impacts of the physical school building closures on students and families were the loss of childcare except for essential workers, less supervision, lack of consistent access to trained educational professionals, lack of peer social interaction, and loss of identity and purpose when athletics and clubs ceased to meet.

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

Using the guidance provided by Californians Together, we understand the importance of making sure that English learners have full access to the curriculum. Therefore, the Designated and Integrated ELD supports which are embedded in our adopted curriculum, as well as the CDE's curated supplementary ELD resources and webinars, are highlighted for teachers on our district resource page. We proactively engage parents by making sure that school communication is in families' native language whenever possible. Additionally, our Bilingual aides have been virtually meeting/calling our English learners and their families to provide assistance with school work and translations as needed.

In order to meet the needs of our low-income students, foster youth, and English learners we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff has been diligent about attempting to contact every family in order to assist them in any way possible with both the transition to distance learning and their social emotional needs.

Our Foster Youth liaison, Bilingual Parent liaison, and all of our counselors have reached out to students and families to provide services as needed.

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

Teachers have been offered training in the form of webinars both live and recorded on how to use digital platforms (Google Classroom, Google Meet, Zoom, Edpuzzle, etc.) to deliver and enhance remote instruction. Additionally, the Educational Services department has expanded access to digital curriculum and supplementary instructional resources for teachers by creating accounts for teachers on already purchased platforms (Benchmark, MyMath, California Collections, Edgenuity, CPM, FOSSweb, etc), reaching out to companies offering free trials for standards-aligned digital curriculum (STEMscopes, Rosetta Stone), and by offering implementation support as requested. Additionally, the Educational Services department continues to connect teachers and families with regional partners (Region 6 STEM collaborative, Bilingual/English Learner Leadership Network, Instructional Leadership Corp, etc.) that offer guidance on how to deliver effective digital learning.

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

Our food services department served 41,472 grab-and-go breakfasts and 41,472 grab-and-go lunches for a total of 82,944 meals. All staff were required to wash their hands and sanitize all frequently touched items to include, door handles, counter tops, freezer and refrigerator handles, all serving carts and serving trays. This was repeated throughout the day. When meals were passed out they were either placed on a sanitized table or sheet pan, parents then grabbed the meals and drove away. No meals were consumed on site. At the end of the day, all items were again sanitized for the next day's use. Three of the sites only had one employee, making the social distancing not an issue. The three sites that did have more than one employee worked at separate workstations within the cafeteria, wore gloves, and maintained their 6 to 10 feet of

separation. In addition to serving grab and go meals at 6 (six) schools, meals were also bussed to 9 (nine) additional remote locations in our rural county.

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

We reached out to our local Child Care Resource & Referral (R&R), First 5, Amador Quality for Kids Consortia and our local hospital (Sutter Amador) to offer support for daycare needs for at-risk children and the children of essential workers in Amador County. Currently, there are eighteen family child care sites open. If someone requires child care, our R&R is directing families to these providers.

The R&R, First 5, and Local Childcare Planning Council are also assisting families and child care providers with support in obtaining needed supplies.

We also have a district-sponsored Extended Learning Program that can be used for full-day child care if the demand exceeds the capacity of our local providers. We have offered assistance to the R&R if this need arises.

California Department of Education
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