

# COVID-19 Operations Written Report for Sierra Academy of Expeditionary Learning

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.

Sierra Academy of Expeditionary Learning (SAEL) researched, consulted with the local Nevada County Superintendent of Schools (NCSOS), and prepared for distance learning as this shift was becoming more inevitable. On Friday 3/13 it was decided by the NCSOS that we would be out of school for at least a week and that distance learning would begin in our community. In the lead up to the 13th, our families and students were communicated with about this potential shift, Independent Study Forms were completed, and paper packets were prepared. The 1:1 Tech equipment was checked to make sure all Chromebooks and Chargers were working and with students. A home internet survey was conducted and follow up began for families without internet. During the week of March 16th to the 20th paper packets were mailed home and electronic work was posted on Google Classroom which is a platform our classes were already all using. Distance learning fully began the week of March 18th and is now going until the end of the school year. Advisory (or Crew) classes became remote along with Office Hours which allow for individualized check ins with students. Study Support became remote so students with specialized academic needs could receive support. Remote Math Check Ins, Spanish Conversation, AP Calc class, a Science Lecture Series, GSA Club, drop ins with the Character Dean and Guidance Counselor then began and will continue until the end of the school year. Daily Zoom staff morning meetings and weekly professional development are happening to ensure clarity and support for all staff around grading, expectations, trauma informed approaches, and continuity of education. This has all been an attempt to keep supporting all learners and preserve elements of the mission and vision of the program while also adjusting to safe, remote learning.

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

SAEL is working to meet the needs of all learners. The school took measures to seek equity from the outset of distance learning and continue to do so every day we are engaging in distance learning. SAEL does not have English learners, has 1% of our student population designated as foster youth, and about 40% of students who are eligible for free and reduced lunch. In order to serve these students, SAEL conducted an internet survey to figure out who may need an immediate paper packet and internet support follow up. In addition, all students were checked to make sure the 1:1 Chromebook and charger were working and available and any student who needed a replacement

received a long term tech replacement immediately without needing to fund a replacement or take a loaner. Any student who has expressed a need to have more access to internet or who has shown a lack of attendance in remote Crew class meetings has been reached out to about getting them more data, internet support, and/or a phone. The information about free internet resources has been distributed as well as 1:1 consultations with the Character Dean, Guidance Counselor, or Tech Coordinator offered to help troubleshoot access issues. Any reported broken or missing tech is immediately replaced. All food distribution information has been shared to all families, has been included in every Admin email update, and has been posted on our social media. We are communicating with families via email and social media as well as making individual phone calls as distance learning launched and continuing to make connections as distance learning continues. Check ins with the Guidance Counselor and Character Dean are both offered to students and families and made for any family / student who may need support.

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

SAEL researched best practices extensively, consulted local and state resources and examples, looked at global exemplars, and worked with our EL Education national partnership to figure out how to continue to offer a high quality version of our learning model through distance learning. This meant deep research that spanned a great deal of resources and feedback while also working to offer the elements of the school program that students and families consistently report to be the most helpful in support student achievement in academics in character. Crew and Office Hours would continue remotely, as well as additional opportunities to drop in while the already existing Google Classroom norms and online mastery based grading systems continued asynchronously. Using extensive resources from Teaching Tolerance, the staff engaged in professional development about trauma-informed practices while also examining distance learning best practices. The goal was to support and provide continuity of education while acknowledging the extraordinary circumstances all students were experiencing in this swift shift to distance learning during a global pandemic. The Parent Teacher Crew President was consulted with about progress and feedback. Families are encouraged to reach out in every communication we send. Families were all called during the first week and this one to one communication continued in what we called “Connection Week” midway through our distance learning experience in order to gain valuable feedback from our students and families. Teachers are continuously supported and asked for feedback with coaching, PD, and morning meetings. Student achievement is being examined carefully to seek equity, hold harmless intentions, and support for all learners.

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

SAEL continued to work with our meal provider, Central Kitchen, a program offered through another local school district, to provide safe meals to families. Students and families could drive through to safely get lunch and breakfast to consume off site. Safety and social distancing practices were used. Multiple sites are available for families throughout the County. This information was distributed widely via email, all call, posts on social media, and posts on our Advisory class Google Classrooms. During phone calls home, during Advisory Class, and in Connection Week check ins, Advisors are encouraged to ask about how families are doing and to offer this information about food or to refer the family to the Guidance Counselor for additional support. Students on the radar for potentially needing further support are being checked in with by the Character Dean and / or Guidance Counselor.

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

Parents requesting supervision of their children were referred to the Nevada County Superintendent of Schools office, who then referred them to local agencies within the county who were offering supervisory services for children. Staff is checking in on students regularly through our Advisory or "Crew" structure with Zoom electronic meetings offered Monday - Thursday for students in Grades 9-11 and Monday / Wednesday for students in grades 12. Office Hours are offered Monday - Thursday electronically via Zoom. Math Drop Ins, Spanish Conversation, a Science Lecture Series, Study Support, GSA Club are all offered weekly as well. Student completion of assignments and attendance on online / virtual forums is closely monitored. If staff notices a drop in student participation and/or work assignment completion students / families are contacted via the Crew or Advisory teacher. If the teacher believes further intervention is necessary, a school counselor and/or administrator will reach out to the student or parent / guardian for further intervention.