

COVID-19 Operations Written Report

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.

Safety is paramount at SLAHD and we have exercised all appropriate mandates from State and Federal policies and procedures. We have provided parents/guardians all necessary resources regarding COVID-19 safety procedures via various communication methods such as Facebook, ClassDojo, Google Classroom, School’s Website, All-Calls, Zoom meetings, mailings, and home visits.

In response to school closure due to COVID-19, SLAHD cancelled all extracurricular activities and closed both campuses to the public. The school transitioned to a distance learning model by utilizing web-based programs such as Google Classroom and Zoom. Students were surveyed and those who did not have devices to access educational materials were issued a Chromebook and/or provided a paper packet. Some students preferred paper packets instead of the online platform; therefore, paper packets were distributed regularly via a drive-thru method that followed CDC recommended safety protocols.

The school closure created many challenges for students and families. Students were impacted the most on a socio-emotional level which began to affect their academics. In response to this, school staff began making home visits, the guidance counselor on staff spoke with many families and students regularly, the contracted counselor resumed sessions through a web-based format, and teachers made personal contact with students. As a result, student engagement improved as well as their academics.

There were also many new stressors introduced to households. To provide further assistance, each family was personally contacted via phone to check on their well-being, identify areas of need, and offer resources. The school also created a resource page to assist families with educational, financial, nutritional, socio-emotional, and technological needs. Additionally, all staff members were available via phone and email during regular office hours. This created a sense of stability and the open communication was comforting to both students and families.

The personal attention given via home visits, phone calls, and web-based meetings provided students and families the support needed to thrive academically amidst the pressure of a global pandemic.

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

English Learners are being supported by the teachers by providing extra support in the manner of audio books, ebooks, math charts, instructional videos pertaining to the assignments, and by providing an online dictionary with pronunciation features for added support.

For the youth that are low income and/or in foster care without Chromebooks and/or transportation, SLAHD has provided in-home delivery of the necessary tools needed to assist in completing assignments such as delivering Chromebooks/Distance Learning packets. In addition, the teachers have conducted one-on-one telemeetings via Zoom and phone calls to meet the students' needs.

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

The teachers created Google Classrooms for all subjects, in addition to creating Distance Learning paper packets for all students choosing to complete the work on paper. The special education team is providing daily virtual sessions for our students via Zoom for the students in SDC and weekly sessions for our SPED students in the push model.

Special services such as speech therapy, mental health therapy, occupational therapy, and guidance counseling continued via various distance learning platforms.

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

Families were given the necessary resources for those needing assistance in receiving meals via several communication methods as noted above. Since families reside in multiple cities, information regarding food distribution locations across the High Desert were provided to all families. These locations provided shelf-stable meals for both breakfast and lunch (at minimum) via drive-thru delivery.

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

The teachers, office staff, and administrators have made every effort to keep in contact with our students via phone calls, Zoom meetings, emails, mailings, and home visits. This close contact allowed staff members to identify students who required additional aid; authorities were notified when necessary.