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.

SIATech serves students aged 16-24 who have previously dropped out of high school and offers three programs: independent study, classroom-based located on federal Job Corps centers, and classroom-based in a community setting. SIATech closed its Independent Study and Community School sites on March 13th and the Job Corps sites on March 15th. All students and staff transitioned to a distance learning model on March 15th. Sites began developing and implementing site schedules for their students to include teacher office hours, course content hours, opening sessions, and weekly check-in appointments. This was established practice at the Independent Study sites and the classroom-based sites adopted this structure in order to provide support and accountability to students who were not used to working in an online environment. In order to ensure that all staff were prepared to adapt to working at home and teaching online, the school implemented a robust professional development program for staff to ensure that all were trained in the effective delivery of instruction online.

An information page was added to the school's website that is updated frequently to provide parents, students and staff with up-to-date information pertaining to COVID-19. The site includes information on a variety of topics including: how students can continue to access their coursework, the latest COVID-19 regulations, mental health services, job and family services, and Internet access resources. The superintendent provides weekly updates that are recorded and posted to the website. Resources are provided according to the local areas of our school sites as well as state-wide resources.

The school implemented a system of sending out text blasts to students, parents, and staff with helpful information and links.

The school developed a Distance Learning Plan that includes three phases: Initial Transition, Increasing Expectations, and Sustained Online Services. This plan is updated regularly.

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

Ninety-five percent of SIATech students are low-income. The school also serves over 200 English learners and many students who have been part of the foster-youth system. Students who are English learners receive instruction from teachers who are trained in EL strategies. They are

also provided with translation supports that help them access the curriculum independently. Eligible students are enrolled in College ESL summer classes when available. Mental health services for foster youth are provided virtually on a requested basis. Counselors schedule online sessions and workshops on mental health topics, and the school offers a Mindfulness course for all students. Teachers connect with the students on their caseload weekly via phone calls or video chats to offer academic and emotional support. Social Emotional Learning training has been provided for leadership staff at the Spring leadership conference that was held virtually for three days in May. Social Emotional training has also been provided to sites upon the request of principals.

Weekly sessions that address trauma in the time of COVID-19 are provided to staff by an outside contractor who facilitates workshops every Friday for any staff who want to attend. These sessions provide staff with strategies that they can use to meet the needs of their students in a trauma-informed way and to deal with their own trauma that they are experiencing during this difficult time.

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

The school's first priority is to ensure access to computers and the internet for all students. All curriculum is delivered via the Schoology Learning Management System, so the school needed to ensure that all students had access to computers and the internet. School staff contacted students and conducted surveys to determine their technology needs and deployed Chrome Books and Mifi devices to students who needed them. Most of these devices were shipped directly to students' homes to ensure the safety of students and staff.

School sites implemented schedules for students to access courses and support in specific content areas. Staff from all sites also post to a master course schedule that allows students to receive instruction and assistance throughout the school day if their primary teacher is not available. Teachers post office hours and answer student questions via text, Schoology messages, and Google Meet video conferences. The school tracks student engagement via reports generated by the LMS on a weekly basis.

Professional development has been provided and is ongoing for staff around technology, student engagement, and social emotional learning. The school held its annual Spring Leadership conference virtually for three days and was attended by over fifty staff. The school has adopted the Google Meet platform and utilizes Adobe Connect for specific content and to augment capabilities of Google Meet. In order to engage and connect with students, schools sites have implemented virtual assemblies, virtual guest speakers, competitions on social media, and interactive online games in which students and staff participate.

The school will hold a virtual commencement ceremony for all graduates and is delivering graduation boxes to students to celebrate their achievements.

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

The school provides students with information regarding local food distribution centers and community resources on the SIATech COVID-19 response web-page and upon individual request. Teachers check in with students regularly to see if they need assistance with accessing food and other resources.

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

SIATech students are aged 16-24. Teachers and staff contact students weekly and conduct video conferences regularly to ensure that students are in a safe environment. Links to resources for the supervision of students are posted on the school's COVID-19 response page, including how our students can access childcare for their own children or siblings.

California Department of Education
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