

COVID-19 Operations Written Report for Sonoma County Office of Education

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.

The Sonoma County Office of Education (SCOE) Alternative Education Program serves approximately 135 students daily and over 400 students annually throughout the county. Our education services are provided for students who are incarcerated, have been expelled from school, identified as habitually truant, pregnant or parenting, placed on probation by the court or otherwise referred by a school district, probation or social service agency. During the COVID-19 emergency, our first step was to contact Community School students and families to offer assistance in accessing resources related to basic needs. This initial contact included informing them of the suspension of in person classes and the development of a distance learning program. Printed curriculum were mailed home to all students that covered two weeks worth of assignments to allow time for the distance learning program to be developed. Part of this initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. Our webpage was enhanced and was regularly updated to provide parents with information and resources in English and Spanish. Parents were provided with electronic copies of the Parent Guide to Google Classroom as well as a Distance Learning Guideline document. Following the initial outreach and throughout distance learning, parents were kept informed via email, letter, phone calls and webpage updates. We addressed language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English.

We were initially able to make contact with 68 Community School students/families (87.1%). We determined that virtually all students had Internet access but that 30 (38.4%) of the students contacted needed a device. Arrangements were made for these students to pick up a device at their school site. All were given a brief refresher tutorial in the use of the Chromebook and were provided with tech support as needed throughout distance learning. A small number of our families have Internet connectivity issues due to where they live - those students were offered printed curriculum as an option to the online platforms. Simultaneous to planning for the Community School program, we collaborated with Probation administration related to the Court School program and it was determined by mutual agreement that teaching staff and Probation staff would utilize devices but students would work primarily from printed curriculum. Probation staff managed the devices that were utilized to connect Court School students with school program staff.

In the Community School program, we prepared our distance learning in two formats: online platform (Google Classroom, Khan Academy) and printed curriculum, which was a hybrid of the work teachers were utilizing online and additional supplemental materials. Arrangements were made for families to pick up and drop off completed work to the Community School sites during scheduled windows of time. Ongoing printed curriculum was offered to students in lieu of online assignments, if that was their preference. Teachers were available via Whereby (a platform that allows for video conferencing and screen sharing) 3 mornings each week to meet individually with students to provide instructional support. Teachers were also available an additional two days/week by appointment. The Zoom meeting platform was utilized so that all staff (classified, certificated and agency) could meet with Community School students as class or site groups to ensure that students received the academic support and social emotional support they needed. Agency staff also met with students individually for counseling sessions and in small groups for restorative dialogue groups.

In the Court School program, thematic units developed by the Center for Education Excellence in Alternative Settings (CEEAS) were utilized. These daily lessons provide activities in English, Social Studies, Math and Science, as well as additional activities that support social and emotional learning, art, problem solving and design thinking. These lessons are meant to be high quality, engaging, and meaningful for students, and center around a weekly theme. This printed curriculum was provided weekly to students at the Juvenile Justice Center and Probation Camp. This curriculum was delivered and completed student work was picked up by program staff once each week or every two weeks. Teachers met with small groups of students (who were taken into the classroom by Probation staff) to provide instruction via Whereby three times/week and were also available the other two days/week by appointment for individual academic support. Special Education services (Specialized Academic Instruction and Education Related Mental Health Services) were delivered individually via phone or the Whereby program.

We were ultimately able to reach 75 (96%) of our Community School students/families. We distributed 30 Chromebooks to students, ensuring that this portion (38%) of our students had a device to access the distance learning curriculum. We had 86% of students engage in some way during the period of distance learning (engaging with curriculum, participating in individual sessions with teachers, participating in weekly group meetings, etc.). 100% of our Court School students had access to teachers and support staff via Whereby and were able to receive academic support and engage with the curriculum.

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

Currently, in the Community School program 23.3% of students are English Learners, 5.1% are Foster Youth and 77.9% of students are considered low income. Review of the data indicates that all of our students have a continued need for improving English Language Arts and Mathematics performance - 86.6% of all Community School students tested in 2018-19 did not meet standard for English Language Arts and 88.6% did not meet standard for Mathematics. However, our English Learners and low-income students have an even greater need for support and improvement - 100% of Community School English Learners did not meet standard for either English Language Arts or Mathematics and 95% of low-income students did not meet standard for English Language Arts or Mathematics. In the Court School program, 19.6% of students are English Learners, 11.6% are Foster Youth and 100% of students are considered low income. 88.8% of all Court School students tested in 2018-19 did not meet standard for English Language Arts and 100% did not meet standard for Mathematics

(fewer than 10 English learners were tested). During the COVID-19 emergency we strengthened our resolve and commitment to developing and utilizing engaging curriculum and to working collaboratively as a team to provide the level of support our students need to realize academic achievement.

Of the Community School students that engaged in the distance learning program, 18.1% are English Learners and 72.7% are considered low income. During the COVID-19 emergency all unduplicated students and families were contacted to offer assistance in accessing resources related to basic needs. This initial contact included informing them of the suspension of in person classes and the development of a distance learning program. Printed curriculum were mailed home to all students that covered two weeks worth of assignments to allow time for the distance learning program to be developed. Part of this initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. Devices were checked out to students that did not have one. Ongoing printed curriculum was also offered to students in lieu of online assignments, if that was their preference.

During distance learning English Learners, foster youth and low-income students received additional supports based on their needs. They were provided with differentiated curriculum when necessary, as well as access to our Intensive Intervention teachers for English Language Arts and Mathematics for individual tutoring and support. Supplemental materials such as Brain Pop and Rosetta Stone were used in conjunction with the Google Classroom and Khan Academy materials for English Learners. Translation services were provided as needed for English Learners to increase and improve communication between teacher and student. Teachers provided multiple ways for students to access information and to express what they had learned (i.e., verbally, in writing, via video, etc.). The Intensive Intervention teachers met with students individually, utilizing distance learning platforms (i.e., Hangouts) that the students were already familiar with.

Academic and social-emotional counseling was also available to students during the time of distance learning. The academic counselor monitored student progress in junior college (concurrent enrollment) courses and assisted students with registration for junior college summer classes. Students received support from teachers and support staff through Google Classroom, Whereby, Zoom and Hangouts. Students with disabilities received specialized academic instruction (SAI) via Whereby sessions with their teacher. Agency counselors and the School Psychologist were also able to provide Education Related Mental Health Services (ERMHS) to students remotely. Teachers were available via Whereby to students 3 mornings/week and by appointment, as needed. Community School students were also encouraged to participate in weekly 'all-class' or 'all-school' meetings via Zoom to allow them to connect with each other and all staff. All unduplicated students and their academic progress and needs were reviewed and discussed during weekly staff/case management meetings throughout the duration of distance learning.

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

The delivery of high quality instruction involved ongoing professional development, lesson planning, monitoring and support. Distance learning guidelines were developed, disseminated and reviewed with staff. These guidelines include curricular options, instructional delivery options and resources for teachers, students and parents/guardians. The guidelines were developed to ensure equity of access for all student groups, including unduplicated students and those with disabilities. Plans for providing support for English Learners, Specialized Academic Instruction (SAI) and Education Related Mental Health Services (ERMHS) were developed with appropriate staff and monitored by

administrators. Professional development related to online learning (Google Classroom and Whereby) was provided to administrators and teachers. This initial learning was supplemented with weekly teacher learning community collaboration meetings. Teachers modified existing instructional materials for use in an online platform (i.e., accessing audio books) and utilized Google Drive for access to and sharing of curricular resources.

Administrators monitored and supported teachers' virtual classrooms and provided feedback and guidance related to content and delivery, including collaboration related to increasing student engagement. Administrators assisted with the initial set up of Google Classrooms and Khan Academy classes and monitored assignments and student work submission. Student progress was reviewed and discussed weekly in teacher team meetings. Administrators also monitored instructional supports provided to English Learners and students with disabilities and checked in and collaborated with teachers regularly to ensure that students were receiving the support that they needed to engage with the curriculum.

Administrators monitored student work completion/grades as recorded by teachers in Google Classroom, in addition to receiving weekly reports from teachers about student progress. Distance learning grading practices and guidelines were provided to teachers and support was provided to teachers when they prepared final grade reports.

Administration has also been engaged in ongoing conversations with district and Probation partners related to the ongoing provision of high quality distance learning opportunities for our Alternative Education students. The plan will be reviewed, revised and refined in coming months to address plans for school re-opening, to include the possibility of a blended distance learning and onsite school program.

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

SCOE Alternative Education contracts with two of our local districts to provide school meals to our two Community School sites. At the onset of distance learning, these two districts were contacted to ensure that our students were eligible to participate in the district Grab n Go meal service program. Since we service students from throughout the county, subsequent outreach was made to all referring districts to ensure that our families could access meals in their local community in addition to the communities in which the Community School sites are located. Our students (and family members) up to the age of 18 were eligible for meals five days a week. Families were notified of the Grab n Go meal service program via letter, email, phone call and the Alternative Education webpage.

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

During the COVID-19 emergency the SCOE Alternative Education program continued to provide support for all students to ensure appropriate supervision during school hours. We were ultimately able to engage 87% of our Community School students, either through direct engagement with the curriculum and assignments in Google Classroom and Khan Academy, individual Whereby meetings with the teacher, group Zoom meetings with students and staff, or virtual meetings with agency staff. Community School teachers, admin and support staff reached out to students (and families) via email, text message and follow up phone calls weekly to engage them in the distance learning school program. Administrators were also available at the school sites for distribution of devices and printed curriculum as needed and were

in regular email communication with students and parents. The school counselor checked in on students regularly and in particular with 12th grade students related to completing assignments toward meeting graduation requirements, junior college concurrent enrollment course progress and junior college summer session sign ups. Agency counselors also checked in with students on their caseload at least once weekly, as did Restorative Resources and Keeping Kids in School staff. In the Court School program, direct daily supervision of students is provided by the Probation staff. Our teachers met with students and provided instruction via Whereby three days/week and were available an additional two days/week for additional academic support.