

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Riverside County Office of Education	Charles Fischer, Ed.D., Executive Director, Alternative Education	cfischer@rcoe.us 951-826-6464	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.

RCOE Alternative Education implemented remote/online learning and grab and go food service on March 16, 2020 in response to school closure to address the COVID-19 emergency. Parents and students were notified by the auto-dialer and telephone calls from school staff the week before on March 13, 2020. Alternative Education staff surveyed students the week before the school closure to determine the number of laptops/tablets to checkout for remote/online learning.

From March 16 to April 10, remote/online learning was focused on enrichment lessons for students in courses students were enrolled in before the school closure. The teachers and staff worked from home to provide online learning activities/lessons and printed lessons for students and parents who needed paper copies. From March 16 to April 10, the central office administrators and school site principals coordinated food service, laptop/tablet checkout, and distribution of instructional materials and printed lessons. The laptops/tablets, some Kajeets (mobile hot spot devices), and materials were picked up by the student (not handed directly to the student). On April 3, 2020, RCOE and the Riverside County Teachers Association (RCOTA) finalized a memorandum of understanding on distance learning, professional development, workday hours, and evaluation procedures.

From April 13 to May 21, 2020 (last day of the school year), remote/online learning was changed to enable students to earn/improve grades and credits. Final end of year grades and credits were based on Quarter 3 grades and work completed during school closure via distance/online learning was based on a hold harmless process where students could earn/improve grades and credits. Enrichment assignments completed by students from March 16 to April 10 were counted toward grades and credits. Online Zoom lessons were recorded in the event that parents had concerns regarding their students' participation in live online group instruction. State assessments were suspended by CDE for the remainder of the 2019- 2020 school year.

The regular professional learning community (PLC) calendar was changed with a focus on online learning on March 18, 2020 during the regularly scheduled professional learning community collaboration (1:15-3:00 p.m.). From March 18 to May 20, teachers participated in weekly professional learning during the PLCs that focused on the pedagogy of online instruction, online learning platforms that include Google Classroom, Plato/Edmentum, and Zoom, and digital instructional resources in ConnectEd and Easy Bridge.

Community School classroom teachers provided online instruction in the core content classes for students each week. Community School independent study teachers provided 30-minute to one-hour independent study appointments using Google Classroom, Zoom, and Plato-Edmentum. Court School teachers assigned online Edmentum courseware supervised by Probation in the Juvenile halls. Teachers provided

support during the student rotations through Zoom. AMC YTEC and LF Smith Court School students rotated in the classroom in groups of five in 90-minute time slots from 8:00 a.m. to 2:40 p.m. Southwest Court School students rotated as a unit. Printed paper/pencil activities were implemented for students who violated the Technology Acceptable Use Policy for a one-day time period. Printed paper/pencil activities were also worked on in the living unit when students were not in the computer lab.

Teachers set specific office hours during the day for students to check in if they have questions about assignments and for specialized support for SWDs and English learners. Students in the UCR Dual Enrollment class continued to access the course through the ELEARN online platform during the entire school closure.

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

Principals checked out laptops to English learners, foster youth, and low-income students who needed technology to use at home. Free low cost internet resource providers were emailed to students and parents.

English learners, foster youth, and low-income students received supports based on their needs. English learners received support based on their language proficiency levels and program needs. English learners, including newcomers, long-term English learners, and EL students with disabilities, received designated ELD and integrated ELD through remote/online learning. ELD standards were taught using the ELA/ELD textbook or iLit resource in the Google Classroom with support by the teacher and instructional assistant. Support for newcomers included a Spanish translator who was invited to the Zoom link for the students. Online translation services were provided for newcomer EL students three hours per day/per week. Instructional assistants monitored online breakout sessions and provided supports to ELs.

Teachers used elements of Universal Design for Learning (UDL) in the virtual environment for English learners. The teachers provided multiple ways for students to access information (e.g., auditory or visual supports that clarify information) as a means to provide Multiple Means of Representation. Teachers created options for expression and communication in the online environment. For example, the teacher provided multiple ways for students to express what they had learned (e.g., verbally, in writing, in drawing, through physical demonstration) and students could independently make choices or use rubrics to make choices. Students were able to interact with lessons verbally with the teacher or in Zoom breakout groups.

The Alternative Education social worker and counselor supported foster youth throughout the entire school closure. The social worker helped students with distance/online learning questions and issues. The Alternative Education counselor connected foster youth with online instructional supports and helped 12th grade foster youth complete the FAFSA and college applications.

Low-income students received support from teachers and instructional assistants through Google Classroom and Zoom. The teachers used Zoom breakout rooms with the instructional assistants to provide one-on-one or small group learning formats for instruction. The Coordinator of Student Transitions worked with Probation and the school districts to support low-income students in the Court School. The Coordinator participated in weekly screening meetings via Skype and supported Probation staff with supervision of students as they work on Plato/Edmentum courses and UCR Dual Enrollment classes.

Students with disabilities received specialized academic instruction (SAI) services as listed in the IEPs through Zoom meetings with the teacher (with supervision by Probation staff in the juvenile hall Court School). Central office staff reached out to parents and students with disabilities to confirm student participation in remote/online learning and to ensure supports were in place throughout the entire school closure.

English learners, foster youth, and low-income students accessed live one-on-one online tutoring through Focus Education (FEV). FEV Tutor offered flexible scheduling options. Tutoring sessions were offered Monday – Friday from 7:00 a.m. – 10:00 p.m. and on weekends. On-demand sessions were available seven days each week.

English learners foster youth, and low-income students were able to access the Alternative Education counselor webpage, eMentoring webpage, and online telehealth behavioral health counseling.

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, and monitoring and support. Ongoing professional development on all aspects of online instruction was provided to principals, teachers and instructional assistants. Professional development encompassed a two-day online boot camp and weekly online professional learning community collaborative meetings.

Teachers used UC a-g approved courses and textbooks/instructional materials from the units of study to plan instruction for distance/online learning and also used Plato/Edmentum courseware (UC a-g approved).

Central office administrators and principals monitored and supported teachers' virtual classrooms and provided feedback on content and instruction. Central office administrators and principals tracked the number of active Google Classrooms created by teachers and the number of items posted in the Google Classrooms. Principals accessed the teachers' Google Classrooms in order to review assignments and graded student work and to monitor textbooks and instructional materials being used in each Google Classroom.

Principals monitored the instructional supports provided to English learners and students with disabilities in the Google Classroom. Administrators/Principals used the teacher links to their Google Meet and Zoom sessions in order to virtually monitor live instruction. Administrators/Principals meet with teachers weekly through Zoom to support teachers and provide feedback.

Principals tracked student time in each course in Plato/Edmentum. Principals tracked pre-test/post-test results for each module in the Plato/Edmentum courses. For assessments, students needed to receive a minimum score on a quiz or exam for each course module in order to receive a certificate or access the completion screen. Teachers were able to monitor student participation in Plato/Edmentum and how much time students spent to complete each module, which helped identify content/skills where students needed additional support in each subject.

Principals monitored student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Parents/Guardians monitored their child's learning using Parent Portal. Administrators/Principals received a weekly automated grade report through email that was generated from Aeries in order to monitor student progress.

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

RCOE-Riverside County High School was granted a waiver by the California Department of Education to provide meal service under the Seamless Summer Option at the Community School sites. Individuals up to the age of 18 were eligible for meals, five days a week. These locations were setup to provide breakfast meals and lunch meals to students so that one trip would last up to five days at a time to reduce exposure and travel barriers. Families were notified through mass telephone calls, individual contact, and webpage postings. Meals were a combination of fresh and shelf stable items. Meals were distributed at the front of the school in a grab and go style. Food service workers wore masks and gloves and maintained social distancing. Meal service was not provided during spring break from April 20-24. Food service staff distributed CDE handouts and fact sheets to help keep families healthy and safe. For example, the simple food safety guideline for families receiving meals was handed out to families.

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

School site staff called (live and auto-dialer calls) and emailed students each week to provide supervision of students during regular school hours of operation. Teacher conversations with students during office hours helped with supervision of students during ordinary school hours.

The Alternative Education counselor checked in with 12th grade students each week on graduation requirements and remote support with financial aid/FAFSA completion and college applications. The Alternative Education counselor created a website with links to community resources, college websites, and financial aid.

The Alternative Education social worker called and emailed middle school students/families, foster youth, and homeless youth throughout the entire school closure to check in and provide resources. The social worker contacted students/families and continued to focus on those students who had not participated in distance learning.

Alternative Education central office staff emailed lists of partner agencies and links to community resources to provide supervision of students during regular school hours of operation. Alternative Education staff emailed CDE resources to families. Alternative Education staff emailed contracted service provider information to students and their families. Some examples are as follows:

Care Solace web-based care navigation system of mental healthcare providers and resources <https://www.caresolace.com/site/rcoefamilies/>

Wylie Center Behavioral Health Counseling 951-693-5193 (extension 211) from 9:00 a.m. – 4:00 p.m.

From the Heart Performing Arts Performing Arts online lessons:

Vocal/ Music https://www.youtube.com/watch?v=TtF9ZPbpGZw&list=PL2wYJCdbjH5GX4A9Yzq7whIFr4iM4v_eu

Art lesson <https://www.youtube.com/watch?v=U92pMI6wsbo&list=PL2wYJCdbjH5FdL48LUjZ1bXI9WjD5spqU&index=2&t=28s>

Theater lesson <https://www.youtube.com/watch?v=MTi8KznhpKo&list=PL2wYJCdbjH5FN7ccMmVPm-U4LaJ5mRdQB>

Alternative Education staff emailed community resources to students and their families. Some examples are as follows:

Creating structure at home through:

Boys Town sample schedule: <https://www.boystowntraining.org/assets/Daily%20Schedule%20for%20School-at-Home.pdf>

Boys Town create a daily plan template: <https://www.boystowntraining.org/assets/My%20Plan%20Today%20Is....pdf>

Fun ideas and activities at home:

Virtual arts competition: <https://www.rcoe.us/newsroom/2020/03/24/virtual-student-arts-competition-art-connects-launches-students-riverside-county/>

CBK Zen Den: <https://sites.google.com/rcoe.us/cbkcounselor/covid-19-resources/cbks-zen-den>

Computer coding classes: <https://online-learning.harvard.edu/subject/programming>

Neighborhood Biodiversity Bingo: https://mcusercontent.com/00e5ee9a180476af4eccddbee/files/d45c6844-4446-4c53-8755-ca0a7561360a/Neighborhood_Biodiversity_Bingo_v3.pdf?mc_cid=fb6c3df934&mc_eid=ea62fc715a

Randomized fun things: <https://quarantinmi.com/>

Boys Town brain breaks: <https://www.boystowntraining.org/assets/Brain%20Breaks.pdf>

101 more fun things: <https://www.123homeschool4me.com/101-fun-things-to-do-in-covid-19-isolation/>

Alternative Education staff emailed links to online resources to students and their families. Some examples are as follows:

Institute of Educational Sciences (IES) COVID-19 Resource Memo on free online digital resources; K-12 student enrichment activities such as Benchmark Free access to e-book libraries; free E-books: Vital Source & Red Shelf; Carnegie Learning Math resources specifically designed for students to learn independently; Carolina Biological Science related videos, activities, down loadable resources, and articles from Smithsonian magazines; TED talks from scientists, musicians, innovators, and activists who are all under the age of 20; PBS Kids Games provides fun, engaging games that foster learning, movement, social-emotional development, collaboration, and creativity; PBS Learning Media in conjunction with KVIE, has curated free, standards-aligned videos, interactives, lesson plans, and more; Scholastic 20 days' worth of exciting learning journeys including ebooks and day by day projects to keep kids reading, thinking, and growing; WebQuests that provided guidance for students as they research selected topics and questions online; Amazing Educational Resources: Comprehensive list of education companies offering free subscriptions due to school closures.

Online courses to help students focus their minds, reduce their stress, and manage their emotions from the U.S. Dept. of Education and UC Santa Barbara. Daily lessons (10-12 minutes) and the course teaches students how to train their attention to relate more effectively to their thoughts and emotions. In this 22-day course, students complete four 12-minute lessons as well as daily 4-minute exercises. Check out this course at https://www.evidencebasedcourses.com/?mc_cid=260596cb6b&mc_eid=8edc8bb40f#/

California Department of Education
May 2020