

COVID-19 Operations Written Report for Santa Barbara County Education Office

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4710	June 4, 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.

Staff immediately began working on a distance learning plan to provide continuity of learning while schools remained closed. Included in this plan was a revised grading policy that would be in effect for the duration of the closure. Staff unanimously decided that in order to adhere to the guidance of “Do No Harm” to our students, we would move to a credit/no credit grading policy.

Court Schools:
Our two court schools are located within the Santa Maria Juvenile Hall and the Los Prietos Boys Camp, which are operated by the Santa Barbara County Probation Department. Upon school closure, our district administration collaborated with the probation department to ensure continuity of learning was uninterrupted for the duration of the school closure. Teachers and probation officers have met weekly to create a learning environment that resembles a typical school day with minimal disruptions to the students' learning.

Community Schools:
Once the decision was made to close schools, our district staff personally contacted all families by phone and followed-up with a letter to the home regarding the school closure, Food Bank resources, and free breakfast/lunch distribution sites.

Initially, we were able to contact the majority of our students and engage with them in the learning process. As the closure continued we were able to contact fewer students and noticed an overall decline of student willingness to participate and complete their assignments.

The "at-promise" student population at FitzGerald has had a difficult time adjusting to the stay-at-home order. With 25.5% of the student population classified as homeless, their home environment is not conducive to distance learning. These students were all provided paper/pencil learning opportunities, even still they found it difficult to complete any assignments. The remaining students were issued Chromebooks and provided assignments to complete electronically including intervention lessons in reading and math.

The Youth Services Specialist Counselor called home weekly or more often as needed/requested to continue the counseling services they had been receiving in school. Teachers found it helpful for students who were struggling to engage in three-way calls with the counselor and students.

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

To meet the needs of our English learners, foster youth, and low-income students distance learning assignments are created based on each students' "Individual Learning Plan" (ILP). Students who have been identified as English Learners are given specific assignments for Designated English Language Development (ELD) to continue their language acquisition skills. ELD materials from the Prentice Hall Textbook: English Learner Companion are used in addition to Character Based Literacy (CBL) reading. Strategies/tools are provided in all lessons to integrate ELD scaffolds to assist students during distance learning lessons. Teacher and/or Teaching Assistant (TA) connect with students telephonically and in person (adhering to social distancing guidelines) to review the current learning materials and to respond to any questions from the previous week's packets.

For our foster youth students at the community school, the teacher and counselor hold weekly three-way calls with students to check-in and provide support. Our counselor has made numerous referrals to partnering agencies based on family reports of what is needed. Chromebooks have been distributed along with information on free internet access in their area. Hot spots are made available when the free internet resources are not adequate.

The majority of our students qualify as low-income. In the court schools the teacher checks-in with students in person once a week. The teacher and/or TA telephonically contact students throughout the week to ensure students are making progress and to answer any questions. The teacher also meets with probation staff to discuss any concerns about individual students. At the community school, the teacher calls all students at minimum once a week, additional calls are made throughout the week by both the teacher and/or TA. In addition, the counselor calls all students at minimum once a week to check on their social-emotional health and provide counseling services.

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

Court Schools:

- Distance learning assignments are created using students' Individualize Learning Plan (ILP).
- Packets include, but are not limited to, assignments from the approved standards-based textbooks including supplemental materials and reading from Character Based Literacy novels.
- Teachers go on-site weekly to: prepare and issue new assignments, collect and review previous week's assignments, check-in and engage in goal setting with all students while maintaining social distancing.

- Teachers collaborate with our Probation partners to provide them with sample schedules to keep kids on pace with their assignments. Continued communication and collaboration with Probation has proven to be critical as we fine tune our distance learning plan during the school closure.

For Court School students with IEP's:

- Modifications and other supports are being made to the general education packets weekly to reflect individual IEP goals, along with collaborative efforts between General Education and Special Education teachers regarding special education students and their needs. These packets are also being reviewed weekly by special education staff and returned to students with pertinent feedback.
- Vocational Assistant provides weekly phone call sessions that address vocational materials and student transition goals as outlined in student IEPs.
- Education Specialist and/or Paraprofessional connect with students telephonically and in person (adhering to social distancing guidelines) to review assignments (IEP goal materials and general education materials) and to respond to any questions from the previous individual packets.
- School Psychologist provide counseling services that are on students' IEPs.
- Case manager/teacher connects with parents to review/amend their child's IEP.

Community School:

- Distance learning assignments are created using students' Individualize Learning Plan (ILP).
- Packets include assignments from the textbook, supplemental materials from standards-based textbooks and reading from Character Based Literacy novels.
- Teachers come on-site once a week to collect, review work, and issue new packets.
- Since many of our students' home environments require a low-tech solution for distance learning, bins have been created and are placed in front of the school office for families to drop-off and turn-in assignments.
- For students who needed computers, Chromebooks were checked-out to student/parent along with information regarding free WiFi access. Students are using Chromebooks to complete assignments as well as engage in reading and math intervention. Teachers/TA's are monitoring Chromebook usage with Go Guardian security software.
- Teachers call students weekly to check-in (or more often) as necessary.
- Council on Alcoholism and Drug Abuse (CADA) Youth Services Specialist (YSS) calls home weekly (or more often) to check in with students and talks to parents about any concerns.

For Community School students with IEP's:

- Services are provided by the District of Residence per the MOU with district.

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

In order to provide food continuity for all students, our district collaborated with local food distribution organizations, Santa Barbara County Probation, and our neighboring school districts to ensure our most vulnerable students were provided meals during the time of school closure.

Court Schools:

Santa Barbara County Probation Department operates both the School Breakfast Program (SBP) and the National School Lunch Program (NSLP), therefore these students experienced no disruption to their meal continuity during COVID-19 and the closure of school.

Community School:

The schools in Santa Maria participate in the Community Provision for the SBP/NSLP, which means that all our students may go to their home school district to receive free meals. Students were provided breakfast and lunch daily from the districts' meal distribution site located closest to their residence or from a site of their choosing. To ensure families had access to additional food, our district distributed information to families regarding our local Food Bank distribution services during the pandemic.

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

Our community schools closed on March 16, 2020, and our court schools closed on March 17, 2020, and immediately moved to distance learning for all students. The statewide stay-at-home order went into effect on March 19, 2020. There was a period of three days in which students were home between the date of school closure and the issuance of the statewide stay-at-home order.

Court Schools:

Our court schools are located within the residential juvenile justice facilities operated by the Santa Barbara County Probation Department. Our district administration immediately worked in collaboration with probation to ensure all students would be supervised by probation during the school day. Since the stay-at-home order went into effect we have experienced an overall decrease in the number of students who have been arrested and booked into the juvenile hall, and therefore enrolled in our court schools.

Community School:

The community school serves a relatively small number of students in 7th-12th grades who are all over the age of 12. Since the students are older, they generally require less adult supervision than younger students under the age of 12. For our students who are on formal probation, they continue to be monitored according to the terms of their probation. Once the statewide order went into effect our students were home with parents, older siblings, and other relatives who were able to provide supervision for the students during the school day. Our staff regularly checked in with students to ensure that their needs were being met during the school closure.