COVID-19 Operations Written Report for Yolo 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.

All YCOE programs closed March 13th, 2020. At the time of closure, YCOE programs began planning a "phased-in" approach to Distance Learning implementation.

Alternative Education Programs
Distance Learning was put into action on March 23rd, 2020. All students are assigned to a staff member to "case manage" both academic and social-emotional needs. All students are enrolled in at least two Edgenuity online courses. In addition, enrichment activities are provided through the reading of a common novel, ceramic and two dimensional art (Yolo Arts), and poetry through SAYS (Sacramento Area Youth Speaks). Professional development opportunities are provided ongoing for staff as needs develop or additional programs are implemented by staff are utilizing a variety of technology platforms (ex, Zoom, Google Classroom, etc.) to connect with students and on another.

Early Childhood Education Programs
Distance Learning was put into action on March 31st, 2020. Parents can access school readiness and social-emotional activities through the Internet, monthly hard copies distributions, and cellular applications downloaded to their cellphones. Head Start staff contact families twice weekly to stay in contact and to receive updates on how the families are doing, and to connect families with resources. Activities follow the school curriculum and provide support for dual language learners.

Regional Special Education Programs
Phase I of Distance Learning (outreach) was put into action on March 31, 2020. Phase II of Distance Learning (implementation of Distance Learning) became effective April 20, 2020. Students Individualized Educational Program (IEP) services are provided by IEP team members via a hybrid model using digital platforms, packets, and manipulative kits as appropriate to meet identified areas of need. Families may pick

up materials on designated pick dates along with devices such as Chromebooks, iPads, and Hot Spots. Items are also delivered to families where pickup times presented a hardship. Case managers and related service providers provide a Distance Learning work schedule to their program principals with designated prep time, instruction time, check-in times with families, and office hours.

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

Since the predominance of YCOE students are identified as Low-income, Foster Youth, or English Learners, student and family needs are individually assessed across the continuum of YCOE programs to provide targeted supports. Some examples of targeted supports are listed below.

English Learners
Across all of our programs, support is provided to students and their families in their home language to ensure the coordination of appropriate supports. In addition to these supports, our students receive academic support appropriate to their individual needs. In Early Childhood Education, Sobrato Early Academic Language strategies are embedded in the monthly calendar of school readiness activities. Our Alternative Education program students receive direct support from their teachers. Students additionally engage in courses with integrated English Language Development (ELD) support as well as maintaining access to designated ELD courses through Edgenuity. In the regional special education programs, linguistically appropriate goals are embedded in the IEP along with appropriate ELD strategies.

Countywide Coordination of Services for Foster and Homeless Youth:
The Foster and Homeless Youth Education Program is providing continued case management services to students and families through weekly check-in calls. The team is assessing the student and family's needs and making referrals to community resources as appropriate (housing, food, mental health, and technological resources). The program is working with Local Education Agencies (LEAs), Counties (including Yolo County Office of Education), and community partners to support interagency collaboration, school stability, and information sharing. We continue to work with LEA's and Counties to ensure prompt enrollment and timely transfer of records for students. The Foster Youth Services Coordinating Program (FYSCP) has transitioned to supporting transitional age youth Individual Learning Plans (ILP) through weekly Zoom workshops.

Low-Income Students
We continue to assess and provide targeted support to low-income students tailored to their specific needs. Across the board, learning resources are made available, free of charge, to all families. In addition, our teams are providing delivery of instructional materials for students who may be unable to pick up materials or face other challenges in accessing the Distance Learning Curriculum. In addition, our Early Childhood Education program partners with our local food bank to deliver groceries to families who face transportation challenges. For our Alternative Education Program, students are provided with Chromebooks and hotspots to access the digital learning curriculum. For our regional special education programs, specialized resources are being made available to students through the Individualized Education Plan process.

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

Across all programs, YCOE is leveraging both digital and non-digital resources to meet the needs of our students. In addition to making resources available in multiple formats, we are also ensuring access for all students by providing delivery of resources to students and families who face transportation challenges. All following steps are taken in alignment with the COVID-19 school closure guidelines including social distancing, personal protective equipment (PPE), and post-contact cleaning procedures.

Alternative Education Programs

Alternative Education ensures high-quality Distance Learning opportunities through a case-management model that blends academic, behavioral, and social-emotional supports thorough a Multi-Tiered System of Support (MTSS). This model was phased in with the planning phase beginning on April 16th, 2020, and leading into full implementation on April 23rd, 2020. During phase one, targeted activities examine needs and strategized supports. Some activities during phase one included:
- Organizing the Distance Learning model
- Creating an inventory of technology needs
- Staff training and support
- Prioritizing seniors for initial resource deployment

With the full implementation of phase two, all students are enrolled in at least two Edgenuity online courses. In addition, enrichment activities are provided through the reading of a common novel, ceramic and two dimensional Art (Yolo Arts), and poetry through SAYS (Sacramento Area Youth Speaks. Professional development opportunities are provided ongoing for staff as needs develop or additional programs are implemented. Staff are utilizing a variety of technology platforms (ex, Zoom, Google Classroom, etc.) To coordinate these academic offerings, case managers collaborate with our special education partners and one another to create individual student schedules with an emphasis on ensuring student engagement. We also provide wrap-around supports for our students and their families through ongoing outreach to families and welfare checks by our certificated staff, youth advocates, counselors, and administrators. As needs arise, school and community resources are made available.

Early Childhood Education Programs

The Distance Learning plan highlights the importance of children feeling safe and comfortable while at home for most of the day. Activities focus on the family as teachers and activities lean on interactive participation, songs, chants, and reading stories. Families receive two phone contacts weekly. The first call is to hear about the child and the family. The second is to listen for any needs the family may have and

determine ways to make resources available to help with those needs. If staff are unable to make contact with a family and attempts have been made through phone and email, a home visit is made in accordance with the COVID-19 school closure guidelines.

Special Education District Programs

YCOE special education Distance Learning program's priority is to continue to provide access as appropriate via the Distance Learning delivery of service model. This will continue to include a hybrid approach of using various tools to provide access to learning to students with disabilities. Distance Learning will continuously be monitored and implementation of services will be adjusted as appropriate to align with the COVID-19 school closure guidelines. The following steps have been taken by the YCOE special education department to assure high-quality Distance Learning opportunities:

Phase I:
- Outreach to families
- Inventory of technological needs
- Family and student welfare check
- Case managers collaboration time with IEP related service providers
- Case managers Distance Learning schedule for caseloads
- Delivery of instructional materials (devices, packets, manipulative kits)

Phase II:
- Implementation of IEP services via Distance Learning
- Continued delivery of instructional materials
- Family and student check-ins
- Community resources provided
- Continued monitoring of Distance Learning delivery of services to align with COVID-19 school closure guidelines

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

Meals are provided to students in partnership with our County LEAs. Our partners provide breakfast and lunch at no cost to all school-age children 18 years of age and under. Maps for locations are published on the County Office of Education webpage and have been mailed to all students within our programs.

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

Student supervision was planned with our LEA partners and included a needs assessment that looked at the options available under COVID-19 guidelines. As a result of this partnership and collaboration, it was determined that the Local Planning Council would be the point of contact for childcare needs for children of essential workers. Through this process any children of an essential worker with a childcare need is matched up with a provider in operation out of a list of 120 participating providers.