EA Report BCCHS
March 26, 2020

How the High School Team is managing the shift to online instruction and virtual communication during the COVID-19 epidemic.

1. **Health and Safety -** The HS team is following the "stay home" best practices set forth by the CDC and mandated by Governor Newsom. The Operations Team is coordinating communication with parents and students from home, and teachers are working from home. The only staff member who is present regularly in the building is Mr. Rothenay, who returns weekly to care for the many animals he raises and shares with our students. I (Mr. Simonsen) have returned to distribute laptops for students or staff who's machines have failed, as well as book-and-paper curriculum to the 1 student we have not yet managed to get online. There are **no** reported cases of the Coronavirus amongst our staff.

2. **Communication (families and operations)-**
The BCCHS Ops team has been making daily calls to parents and students who have not been checking into their online classes. We (Fuentes and team) have divided the student list and each have a regular list of students that we connect with weekly, reaching out to parents for support and clarification of expectations. Calls have been very positive and teachers are starting to notice more student participation. An important note is that parents are welcoming of the calls, and supporting us at home to ensure students are participating in our online learning program. The Ops team is also communicating to parents that the 10 week report cards will be electronically mailed to them. In the process of these daily calls, we are also updating parent emails or cell phones. Both Remind and OneCall are being used for mass communication.

3. **Teaching and Learning.**

While this crisis is truly unprecedented, as is the pressure put on schools and families to make educationally meaningful use of the time we must live in isolation, the BCCHS team has responded phenomenally well.

- **Technology -** Every student in the organization had a working Chromebook with them on Friday, March 13th, the day it was decided to shut down the schools. I (Simonsen), in light of the loss of our Tech Support Personnel a week prior, personally worked my way through our Chromebook inventory to test machines and chargers so as to swap out failing computers and chargers with students before they went home that day. Only 2 students have had to come for additional tech support since the shutdown, and those machines were in their 5th year of service.
- **Connectivity -** All but 1 student (validated as of 3/25) has found a way to secure internet access at home. I am printing materials, gathering novels and textbooks, and providing them to the student's mother so as to minimize contact between staff and families. We have several families (less than 5) who have been out of communication since the shutdown started, so we cannot determine their situation until this communication is restored, and the Ops team is working on this daily.
- **Curriculum -** All students are working from the Google Classroom platform. It is comprehensive in it's design, so that new material may be introduced via attached articles, specifically designated textbook or literature reading assignments, videos, or links to online content. The team continues to use Achieve 3000 (reading), IXL and Khan Academy (math), PhET and Gizmos (Biology and Chemistry), DuoLingo (Spanish), Quizizz (all content areas), and SFA (EL Reading), in addition to many, many other creative, rigorous, and robust content delivery formats.
- **Instruction-** Teachers are meeting with students between the normally scheduled school day time-bookends (8:00 a.m. to 2:10 p.m. on Monday, and 8:00 a.m. to 3:45 p.m. Tuesday through Friday). "Attendance" is taken through a daily Google Sheets tracker. Some of the instructional guidance is being provided by online videos that the staff has created, some through live Google Meets, and some through google-doc chats. Teachers are also leveraging the myriad of tutorial videos already available online for anyone to access. Students are following up with email messages asking for clarification and assistance.

Here's a look into our communication channel check-in at the end of the school day each day, to give you a sense of how these efforts are fairing:

Nestor Garcia 3:51 PM
Today went well. Many students checked in and many submitted their Algebra midterm (now just looking over them to see what students made improvements on some of the learning outcomes from this first half of the semester) and many replied to a Google Meet Survey where I asked about day/time preferences for Meets and on what works most during those. Through a Google Meet I was able to assess a student who didn't show enough evidence of improvement on the midterm for a specific learning outcome but was able to do so after clarifying questions during that Meet. So, I'll count that 🙂

👍 4   👏 4   🤓 2   ☺️⁺

👤👩 **2 replies** Last reply 1 day ago

Jorge Gamboa 🚌 3:52 PM
Today was good. I tried using Quizizz as the Do Now and I had 86% of students successfully get on (Quizizz.com tells me how many actually did it). Sent some emails to those who were confused about this transition. I also uploaded some ScreenCastify videos of me sharing my desktop screen and going over Google Classroom posts for today, to give it a more interactive feel. Lastly, i'm in the works of making that skit-style video of Dos and Donts of Online Learning.

Fabiola Diaz 🏃 3:49 PM
Productive day today... more kiddos are checking in and they are following the routine of "quick writes"- Thank you @DrRothenay , multiple 9th graders mentioned they do this on the regular basis in your class. The transition is familiar and smooth now ((yay)) doing the chicken dance 🐔
Overall, kiddos are responding well to online learning- they are finally aware that Midterm week is here and grades are due Friday. (edited)

❤️ 1   🎉 1   🐔 1   ☺️⁺

Ali DeMorgoli 😈 3:46 PM
having an amazing day! a ton more kiddos than usual were on my calls and I got to hang out with them and laugh at their jokes. They have been giving me a lot of feedback and overall tons of compliments on how quickly everyone is getting back to them so mad props to our team!!

👏 2   😂 2   ☺️⁺
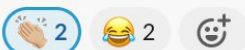
- **Assessment -** Reliably assessing students for their true understanding is hard enough when we are WITH us, in the room. Trying to do so in a 100% online format is doubly challenging. However, teachers are responding quickly and effectively to students, offering feedback and the opportunity to "try again" if they are not demonstrating independent mastery of a topic. Essays, quick-writes, quizzes, Meet conversations, problem sets, video recordings, and exams are all being used as forms of valid assessment of student learning. My (Simonsen) consistent request of the staff is that students understand that they are being assessed for *mastery* and *not* compliance. Grades should reflect independent academic competence, not the ability to meet deadlines and be present in class. Here is a quick exchange I had with a teacher to check in on her support of this practice:

Veronique Lecomte 23 hours ago
I also left myself open on Thursday and Friday for questions during meet

Larry Simonsen 23 hours ago
Thank you for this, Veronique. Nestor had mentioned that he was following up on missed test questions with Meet conversations so he could look/listen for mastery in a different way. Are you following up with your students after you look at the midterms, to see if they might be able to show you their understanding in a different way? Or clarify misconceptions? I noticed you have Meets scheduled already.

Veronique Lecomte 23 hours ago
Yes... I am....I am email others as well "where they have been?" I receive email from students in case they have questions as well. And when they check in with me, I restate again their assignments.

Veronique Lecomte 23 hours ago
emailing*......sorry been up all night with the doctors....sorry for the mistakes...

I (Simonsen) sent an email to students this week that dispels the rumor that 2nd semester is "not going to count." It is my opinion that this rumor is pervasive and has taken hold, just based on the feedback from Ops team conversations with students and families. Our team is doing everything in its power, given current limitations, to "sound the alarm" to every family that *school is in session,* and that *grades will post,* and that *high school graduation and college acceptance are dependent upon passing grades.* BCCHS finished its 2nd iReady periodic assessment in December (the original window for test 2 was November through January), and that data was shared with you at a previous board meeting in the last BCCHS EA report.

- **Support for Special Education**

  Ms. Castañeda, the lead for Special Education at BCCHS, has created a daily schedule for all of the students on the SpEd roster at BCCHS. It is incredibly helpful for building independence in students and helping them stay rooted in a routine. The viewable document is here:

  https://drive.google.com/file/d/1LwIcwp1g_seP84uVqQNvqOfBph_ASkY3/view?usp=sharing

4. **Professional Development and Team Communication**

   The staff has been communicating seamlessly through Slack. It is our lifeline to each other. It really has been very uplifting in a sad and scary time to see people share picture, videos, and anecdotes in addition to their important messages. When people need help with technology, we can jump on and help one another right away.

   For professional development, we are using a combination of Slack, Google Meets, Google Docs, and Google Jamboard. This suite of tools, in combination and operating simultaneously, allows for pretty smooth communication during all-staff meetings (We've only had a few, but they have gone well). For PD, we are dividing into smaller Meets to discuss the driving questions, and then joining an all-team Meet to share out the results of those conversations, as well as answer questions and speak to concerns.

5. **Hotspots and Troubleshooting -**

Some Issues we've had to troubleshoot:
- Students avoiding us, families not responding by phone. We only have a few holdouts.
- Students being deceptive with parents about their attentiveness to turning in assignments and being present online. The Ops team is relentless about calling every day.
- Assessment pile-on: accidentally scheduling exam times and due dates at the same time for multiple classes because we haven't communicated

these things to one another before establishing them individually. We've since begun communicating these dates and times.

- Students being unclear about our availability. We had to create a weekly schedule of "office hours" and advise students regarding how to access "office hours drop in" in google Meets so as to get the help they need, when needed.

*An extra note: When I (Simonsen) came to YPICS to help start the HS, Mr. Dueñas allowed me to move in the direction of 1 to 1 Chromebooks that would travel with students. This was against the grain for the org at the time, but 5 years later, it is the primary reason we were able to get such a jump on this transition to online learning.