

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rosedale Union School District	Sue Lemon Superintendent	<a href="mailto:slemon@ruesd.net">slemon@ruesd.net</a>	June 18, 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.

In consultation with the Kern County Office of Education, other County school districts, and the County Health Department, the Rosedale Union School District closed its nine schools and began transitioning to distance learning on March 17, 2020. For the first week of the closure, District instructional staff developed distance learning expectations, teachers provided a mixed of digital learning opportunities and learning packets to students, meal services were distributed at all 9 schools, and school sites distributed Chromebooks to students who did not have a device at home. Families were surveyed right away, to determine internet and technology device needs. Wireless connection hotspots were established in our schools' parking lots to support any families without connectivity, and we partnered with Spectrum to offer free internet for households without internet connection. During weeks 2 and 3, distance learning continued as above. A mix of digital and printed materials were made available to support all learners until Spring Break. Immediately after break, the district communicated a revised distance learning plan, provided a revised grading policy, continued to track students' distance learning engagement, and individual distance learning plans were created for special education students. Administrators and deans from each school site contacted any families with whom teachers were not receiving response. Administrators set up support systems for these families to make sure they had all the tools needed to participate and fully engage. The district office staff also provided distance learning resources on its website and provided IT support services for families that needed support with digital resources. Throughout the school closure the community was informed of any changes and/or updates related to the closure, distance learning, meal distribution and other important information through email, phone service, social media and the district website.

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

English Learners, foster youth, and low income students benefit from the support of teacher tutors, school counseling services, Chromebooks for home use, access to free internet services through Spectrum, hotspot internet support at school sites, and free school meals. Principals, deans, and teachers distributed Chromebooks and other learning materials to students' homes to minimize issues with transportation.

Additionally, staff delivered meals to various families who were unable to pick up school provided meals. Teachers identified the students in need on a weekly basis. Principals, deans, and school psychologists and our school social worker communicated with and helped families resolve issues that might be getting in the way of their student's participation in distance learning.

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

The Rosedale Union School District provided multiple pathways for students to access learning throughout the school closures. Teachers delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers quickly adapted to the use of technology for imparting instruction, used blended learning activities, and continuously assessed and provided feedback to each student. In addition to the digital curriculum, paper packets were prepared by specific grade levels. Teachers used Zoom video-conferencing, Google Classroom, digital curriculum tied to adopted materials, MobyMax, and many other digital programs to impart instruction.

Staff were provided with professional development by district technology leaders, learning partners, and the Kern County Superintendent of Schools office. Topics included the basic and advanced use of a live video conferencing with students, Google Classroom, creating Screencasts, use of core digital learning platforms, as well as the use of new platforms in use during remote learning. These topics are covered using step by step online tutorials and live video-conferencing sessions.

To ensure equity of access, our technology department worked with school sites to set up distribution centers for students who needed a school Chromebook. In addition, parents needing high-speed Internet connectivity were supported in signing up for free internet service through Spectrum or were provided with a WIFI that they could access in the parking lot of each school site. Technology personnel continually offered technical support to teachers and added a system to provide at home technology support for students and parents. Parents signed up for technology support using a developed schedule and someone from our technology team worked with the family to address the technology issue.

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

The Rosedale Union School District contracts with the Kern High School District to provide meals to students during the school year. During the initial week of the school closure, meals were provided at all 9 sites. As we looked at meal distribution numbers and took into account social distancing guidelines, we changed distribution to 3 sites. Targeted sites were centrally located as were sites with a high percentage of Title I students. During the first three weeks of school closure, meals were provided five days per week utilizing a grab and go meal distribution system. Beginning April 6, meals were provided Monday through Thursday with two meals distributed on Thursday for that day and the following day. Additionally, families with transportation issues were delivered meals by district staff. This grab and go meal service continued through the last day of school. The Rosedale Union School District distributed approximately 840 meals daily.

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

The Rosedale Union School District participated as a member of the Kern County Child Care Task Force which was formed as a result of the COVID-19 pandemic. The task force coordinated child care services for the entire county. The Rosedale Union School District surveyed our parents on the need for childcare during the school closures. Parents in need of child care were referred to the appropriate services. The need was very small as most parents preferred to have their children in the safety of their own homes.

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