

**ROSEMEAD SCHOOL DISTRICT**  
Rosemead, California

**APPROVED**

**JUN 25 2020**

ROSEMEAD SCHOOL DISTRICT  
BOARD OF TRUSTEES

**ACTION**

**DATE:** June 25, 2020

**TO:** Members, Board of Trustees

**FROM:** Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services  
Lara Goldstone, Coordinator, Assessment, Accountability, & Special Programs

**SUBJECT:** 2020 LCAP Community Written Report

**BACKGROUND:** Governor Newsom issued Executive Order N-56-20 to empower schools to focus on responding to COVID-19 and to provide transparency to their communities. The order extends the deadlines for local educational agencies to submit Local Control and Accountability Plans (LCAP) and requires, as a condition of this extension, that local educational agencies will publish a written report to their communities explaining how they are responding to COVID-19, including the steps they have taken to meet the needs of low-income students, English learners, and foster youth.

**ANALYSIS:** This report describes how Rosemead School District is meeting the needs of unduplicated pupils during the period of school closures and the steps we have taken to support delivery of high-quality distance learning opportunities, school meals in non-congregate settings, and supervision of students during ordinary school hours.

**BUDGET IMPACT:** The actions described in this report reflect changes to the 2019-20 budget expenditures.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.



## Rosemead School District COVID-19 Operations Written Report (2020 LCAP Community Report)

Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rosemead School District	Dr. Jennifer Fang, Assistant Superintendent, Educational Services	<a href="mailto:jfang@rosemead.k12.ca.us">jfang@rosemead.k12.ca.us</a> 626-312-2900	June 25, 2020

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.

The Rosemead School District dismissed students from on campus instruction on March 16, 2020 as a result of Los Angeles County Safer at Home mandates. The school district declared a full school closure on March 20 as a result of additional guidance from state and local health officials. In order to ensure high quality educational experiences for students, our district transitioned to a distance learning model.

On March 13, teachers set up virtual classrooms and communication tools and prepared independent work for students to complete at home. Over the next two weeks, the district collaboratively developed and released guidelines for remote learning. Our preschool team sent home or delivered printed work packets and began to conduct daily video literacy lessons. Elementary teachers began daily live meetings, recorded morning messages, and delivered lessons covering all content areas. At the middle school level, online classes shifted to a block schedule, allowing students to focus on fewer subjects each day, with Fridays reserved for tutoring, one-on-one check ins, and office hours.

Students on an IEP continued to receive instruction and services remotely. Families of students with IEPs were provided prior written notice explaining school closure and the shift to distance learning and remote services. Related services, including occupational therapy, speech therapy, counseling, and adaptive PE continued to be provided when feasible, and case carriers kept logs of communication with families and related services.

Much of our work shifted to an online format. Our After School Education and Safety (ASES) program staff shifted to tutoring "at promise" students individually or in small groups. Our staff was nimble in adapting positive behavior rewards in a virtual space, creating a behavior matrix for online learning and even mailing home rewards students earned. Robotics, coding, and 3D printing classes for our GATE students moved online.

Our district staff worked hard to mitigate the challenge that COVID-19 and distance learning presented. Strong communication was essential. Daily video messages or live greetings from teachers helped students to feel a sense of connection. Regular communication and updates from our superintendent helped parents and staff to understand plans as they evolved from week to week. Principals and community liaisons made frequent calls to check in with families. By transferring calls from closed school and district offices to staff cell phones, we were able to keep open lines of communication with our families. We hosted virtual community events such as spirit days and principal coffee chats, provided one-on-one counseling through video conferencing, and updated our website with resources for families, including how to talk to a child about the pandemic and to how to set up a schedule at home for learning.

Parent committees, including School Site Councils, English Learner Advisory Committees, and the joint District Advisory Committee/District English Learner Advisory Committee all held meetings using Zoom, harnessing translators and the chat feature to ensure parent voices were heard. The district issued the CALSCHLS Learning from Home student survey in May to get a pulse on students' needs and held a virtual LCAP community meeting on June 4 to get parent input on proposed plans for returning to school.

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.

To support our English learners, foster youth and low-income students, many of whom do not have sufficient technology at home to engage in online learning, our district distributed over 900 Chromebooks to students and purchased hotspots for families who could not access free WIFI. Though all families could request devices, foster youth were contacted on the first day hot spots were available. Our technical support team was available for phone and walk in support with these devices. Student participation was tracked using a Google sheet, and parents and office staff contacted families of students who were not completing work or showing up to live meetings. In some cases, when students were not connecting, bilingual staff went to students' homes to show families how to log on to various platforms. We also held virtual parent information sessions with interpreters in four languages to teach parents how to help their children log in to online software programs and how to monitor their children's usage. Knowing that many of our families, already living below the poverty line, likely experienced wage losses due to businesses closing, and that this compounded the emotional stress of the pandemic, we made an effort to connect our families with local mental health resources. Finally, to support our low income students, most of whom rely on the school for breakfast and lunch, we prepared "grab and go" meals, as described below.

Supporting English learners was also a focus. Approximately 40% of our students are English learners, with about 10% being in the U.S. for less than one year. Newcomer students continued to meet - albeit virtually-- with their ELD specialists on a regular basis to provide continuity in their English Language instruction and the sense of safety that comes from being part of a newcomer class. Some ELD specialists held one-on-one tutorials with families to show

students how to access virtual learning platforms. ELD specialists joined virtual grade level planning sessions to help teachers plan designated English language instruction as part of their daily remote lessons for all ELs. Teachers harnessed technology to provide integrated ELD: Observations of online lessons from kindergarten through grade eight showed the use of strategies such as modeling reading and writing, projecting sentence stems, pre-teaching vocabulary, and building background knowledge and vocabulary with visuals. We held parent information sessions with our parents of students using Imagine Learning Language and Literacy software to help parents understand how to monitor their children's use of the program. We planned an EL summer program, which will run from June 15-July 13th, to support continued learning and flatten the summer slide for our English learners.

Our Spanish, Mandarin, Cantonese, and Vietnamese-speaking community liaisons were invaluable in our efforts to support our unduplicated pupils. They made wellness checks by phone in students' home language to help parents and students connect to online learning and to resources they needed, prioritizing homeless and foster youth and students who were not engaging in online learning or were observed to appear sad or withdrawn during live lessons. Our Migrant Education staff also called families and connected them with resources they needed.

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

Our District took several big steps to provide high-quality distance learning opportunities for our students, including checking out technology, supporting teacher development through collaboration, providing standards-aligned curriculum and instructional guidance, and supporting families.

We worked to clarify expectations for distance learning with our teaching staff, instructional support staff, students, and parents. Our instructional leadership team curated a collection of vetted digital curricular resources, activated online accounts for our core textbooks, and developed, in collaboration with our teacher's union, a set of guidelines for distance learning. These guidelines included providing a daily video or audio message from the teacher to help students feel connected; teaching priority standards with a focus on ELA and math in elementary and also history and science in middle school; offering meaningful feedback to students on their work; maintaining ongoing communication through virtual staff meetings and grade level or department collaboration; and establishing a predictable schedule of lessons for families.

Simultaneously, our team worked quickly to equip students with technology to access learning remotely. We set up technology lending processes and dismantled classroom Chromebook carts to lend out over 900 Chromebooks to students, ordered hotspots from several companies, and collaborated with schools to prioritize families most likely in need of equipment. School office teams and teachers tracked student participation in online learning through a document also accessible to the District staff, noting which students were submitting assignments and

showing up for live lessons and the time of day or night when work was being submitted. Follow up phone calls with families revealed that some parents needed support in understanding the expectations and knowing how to log in to virtual platforms so that they could support their children at home. Virtual coffee chats and focused family information sessions with translators helped us to give many parents the tools they needed to support their children.

Throughout the first month of online learning, instruction developed and improved. Designated ELD teachers and special education assistants refined their approaches to supporting students needing additional supports through office hours and co-teaching in Zoom or Google Meets. Teachers collaborated virtually and shared how they were using various online tools and learning platforms. Teachers grew in their ability to use these tools to provide instruction grounded in research-based best practices. For example, to promote the verbal interaction and practice shown to be essential for language development, teachers used Flipgrid and Zoom to get students to respond verbally to texts and prompts-- and to provide peer response and feedback on those prompts. Teachers tapped into their creativity, using objects in their homes to demonstrate scientific concepts, downloading whiteboard apps to model mathematics, and finding ways to create a warm and caring virtual classroom environment that lowered students' affective filters and allowed them to engage in learning.

We employed a team approach to support students with IEPs. All service providers (including special education teachers and related service providers) collaborated with families to create a Distance Learning Plan for each student with an IEP to document our efforts to address Free Appropriate Public Education. After agreeing on goals which could be feasibly delivered in a distance learning format and the method of service delivery (sending work packets home, providing direct instruction via Zoom, phone consultation, etc.), service providers added these services to the plan, along with frequency of services and progress monitoring methods. Service providers then logged all contacts and services.

The entire special education team met weekly during school closure with the Director of Special Education to review best practices and trouble shoot barriers. Special education teacher assistants pushed into virtual classrooms to provide additional support explaining information to students. Case managers coordinated weekly with service providers and teachers to monitor service delivery and instruction. We continued to hold IEP meetings virtually. Prior to each IEP, case managers called the parents/guardians to walk them through the process and show them how to log in to the meeting. Transitional IEPs for sixth graders preparing to move to our middle school were especially helpful, as the middle school case carriers were able to attend along with the students' current case manager and teacher.

As we reflect on the quality of our instruction during school closure, we can identify several areas to strengthen should distance learning continue to be necessary: improve our assessment of students so that our instruction can be more strategic; unify our platforms to make communication with parents and professional development easier; and develop a multi-tiered system of supports for the social, emotional, and academic needs of students.

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

Under the leadership of our Director of Nutritional Services, our district food staff provided daily "Grab-and-Go" breakfast, lunch and supper. Families from the local community-- whether they are Rosemead students or not-- could pick up a bag with breakfast and lunch curbside from three of our schools (Encinita Elementary, Savannah Elementary, and Muscatel Middle) from 9 am to 12 pm each day. These sites were selected in coordination with surrounding districts to cover a larger geographical area. Children under 18 needed to be present for adults to pick up food. We also provided reheatable "Suppers-to-Go" for families to pick up from Muscatel Middle School each weekday through May 31 from 3 to 4:30 pm. On a daily basis, we served approximately 1,500 breakfast/lunches and 850 suppers. We collaborated with various agencies, vendors and produce distributors to provide the food and containers.

All workers involved in meal preparation received professional development and certification on food safety and sanitation. The nutrition services staff enacted protocols to maintain physical distancing and follow all health guidelines: staff wore personal protective equipment such as gloves, masks, and disposable aprons and stood at least six feet apart while working and distributing the meals. We also enacted a rotation schedule so that groups of staff would not cross-mingle. Before and after meal preparation each day, custodians disinfected the kitchen and cafeterias, serving carts, and trays. For families picking up food using the drive-through, our staff handed bags of food through the window, minimizing contact. Finally, we required families picking up meals on foot to maintain a six foot distance from each other and from the food stand. All of these protocols helped our dedicated nutrition services staff feel well cared for and safe.

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

The Rosemead School District did not provide childcare, as doing so was not feasible. Instead, as each school checked in with families to find out what they needed, they directed families in need of childcare to local agencies such as Options for Learning and the Child Care Alliance of Los Angeles. We posted COVID 19-specific information for families on our website, including referral agencies related to childcare.