

# COVID-19 Operations Written Report for Roseville City School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Roseville City School District	Derk Garcia Superintendent	dgarcia@rcsdk8.org 916-771-1600	

**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.

Roseville City School District (RCSD) began providing families with online enrichment opportunities on March 16, 2020. During the three weeks that followed, RCSD staff, both classified and certificated staff, planned, learned, surveyed, and deployed what was necessary to implement distance learning. Distance learning began on April 14, 2020.

After schools closed, the district support students and families by providing internet resources, including Chromebooks and hotspots, curriculum and instructional resources, and nutritional security for breakfast and lunch. RCSD also offered avenues for community liaisons, school counselors, technology support, and county programs to meet academic and social-emotional needs for students and families throughout the school closure.

Working collaboratively, administration, and teacher representatives designed distance learning protocols for each teacher to follow. Every teacher was provided planning time with their Professional Learning Community. This planning time ensured that the students continued to receive standards-based lessons from the board adopted curriculum and with quality instruction during distance learning. Weekly music enrichment and physical education lessons were provided to students during distance learning.

While schools were closed, the certificated staff made it a priority to stay in touch with all of their students, and assistance protocols were set-up to maintain the support and wellness checks of families throughout the extended closure.

Like other areas across the country, the RCSD community was impacted financially and educationally by the closure of schools. We understood our daunting responsibility during this crisis. We will continue to provide increased support focused on social-emotional health, nutritional security, and intervention structures to address the gaps in learning that students have experienced.

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

Upon school closures, as mentioned above, RCSD went into action to provide technology/internet support to every student. All communications were translated, and bilingual community liaisons, and translators, were regularly utilized to ensure that all families had access to information and support for distance learning. RCSD also provided nutritional meals at all schools during continuous learning and during distance learning continued at five sites beginning on April 13th. Resources, including school supplies for school activities and assignments, have been strategically stationed at schools for our Low-Income, Foster Youth, and English Language Learner students and also dropped off at homes by staff.

RCSD staff continued to follow protocols for the Student Support Process (SSP), our Multi-Tiered System of Support (MTSS), and made contact with all of our families, utilizing all site staff. The Foster Youth Liaisons regularly reached out to each Foster Youth to check-in, help with accessing resources, and supporting their learning and social-emotional health. RCSD has also utilized our community liaisons to reach out to families. Through home visits, food banks, churches, and community social organizations. RCSD staff was able to assist and identify families who have unfulfilled needs, did not know how to access the resources directly through the school district, and needed support for their child's learning.

Many community resources and agencies were accessed through our assistance program. These resource connections included almost 100 families utilizing community supports for mental health and socio-emotional needs. Also, the Placer County Office of Education assisted families needing financial support with childcare.

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

Following the announcement of school closures, RCSD took the following steps to continue delivering high-quality distance learning opportunities:

1. Teachers were provided professional development on the following to ensure that teachers could provide high-quality distance learning instruction: Google Classroom, Zoom, Blended Learning Strategies, Classroom Management Strategies, and many other topics.

2. Students and families were able to checkout reconfigured Chromebooks, given information about multiple free internet companies, and hotspots were loaned out when internet access was not available due to area or circumstance. Families were given contact information for technical support, including utilizing the classroom teacher. RCSD allowed the devices to stay with the families for the summer for intervention and enrichment opportunities. All communication and information were translated.

3. RCSD Educational Services Department prepared templates, instructional videos, and clear expectations for teachers to quickly transition to online instruction.

4. All teachers, TK-8th grade, utilized the Google Classroom platform and provided synchronous and asynchronous learning opportunities for students lessons focusing on the state standards, using the Board Adopted District curriculum as the primary vehicle for teaching, both print and digital. All RCSD students were provided with iReady independent grade level lessons. RCSD also collaborated with several vendors

and was able to provide a variety of online learning opportunities for all students, as supplemental enrichment and intervention support. As mentioned earlier, staff supplied technology resources, gathered and delivered curriculum resources, and personal items to support students transition to distance learning.

5. Many teachers also held office hours to support students who may have questions regarding concepts delivered through videos, reading, or textbooks. Teachers also recorded themselves teaching lessons through Screencastify and made the lessons available for students.

6. Students with IEPs received instruction based on their IEP goals with teachers and other staff utilizing mostly Google Classroom, Zoom, and teacher delivered paper materials.

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

RCSD continued providing food to families upon the closure of schools. RCSD Food Services Department has worked diligently to observe social-distancing protocols and procedures. All staff has faithfully used safety masks and gloves, and cleaning procedures have been in alignment with the state and county health department guidelines.

On March 16, 2020, immediately following the decision to close schools, Roseville City School District (RCSD) started to provide meals, breakfast, and lunch to all students who were 18 years of age or younger during school closures at all sites. Pick-up locations for breakfast and lunch distribution, beginning April 13, were at the following school sites: Cirby Elementary School, Woodbridge Elementary School, Buljan Middle School, and Eich Middle School. RCSD Food Services Department has worked diligently to observe social-distancing protocols and procedures. All staff has faithfully used safety masks and gloves, and cleaning procedures have been in alignment with the state and county health department guidelines. Families were asked to walk up to the tables set-up outside manned by employees, practice physical distancing, and immediately take the food to their car or home.

During summer feeding, students have also been provided with independent reading books that have been set aside for two weeks following county health guidelines.

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

To the degree practicable, Roseville City School District developed a range of options to meet our students' supervision needs during school hours. RCSD partnered with neighboring districts that had supervision providers for on-site child care at selected schools. RCSD referred families to the Placer County Office of Education for assistance with paying for and finding child care options (Placer County Office of Education-Supervision Resources). RCSD also provided the information to the COVID19.CA.Gov Options for Child Care.

Daily and weekly communication with RCSD families included supervision resources. RCSD also developed a website with COVID-19 family resources, including but not limited to, childcare.

