



COVID-19 Operations Written Report for Delano Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Delano Union School District	Mrs. Rosalina Rivera Superintendent	rrivera@duesd.org (661) 721-5000	June 15, 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.

Delano Union School District responded proactively to the school closures by creating an initial three-phase “Continuity of Instruction (COI) Plan” with the needs of DUSD students and families at its core. There was an immediate need to ensure students had access to instructional materials at home and that they were able to get connected to their teacher. For the first three weeks of the closure, students were provided with paper-pencil assignments, and during this time, chromebooks were distributed and teachers began shifting their instruction to an online format. This plan identified key team members to coordinate services ensuring that the educational, mental, and physical health needs of DUSD students were implemented and monitored. At this time, 85% of district students are engaged in online learning while the other 15% are being supported by instruction via phone calls and packets aligned to core instructional materials. Teachers closely monitor student progress and maintain a contact log for all parent and student interactions. Academic coaches and reading interventionists conduct individual and small group tutorials to address student learning gaps and provide model lessons for teachers new to online instruction; they also assist parents in accessing and utilizing technology. Academic counselors monitor student progress, create study plans, and provide mentorship to students at risk of failing. They also refer students for tutorial services. School psychologists, social workers, and LMFT continue to provide services to vulnerable student groups and provide parents with ongoing newsletters to promote wellness.

Maintaining clear communication and a consistent message continues to be an urgent priority for DUSD. The superintendent initiated a city-wide “We Will Get Through It Together” awareness campaign emphasizing the importance of social distancing and handwashing. A district hotline was created from the onset of the closure enabling parents and community members to access district personnel at all times. This enables families who may be struggling with access to instructional materials, or who may have physical and emotional needs to be connected with a district team member.

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

Special support has been provided to all English learners foster youth and low-income students from the first day of school closures. All students were provided with distance learning instruction and the same opportunities for learning. However, realizing that certain subgroups of students needed additional supports, the district put a task force in place to provide these subgroups with the supports necessary for learning success. All Newcomers in the district were provided with assignments that focused on language instruction. Each school site assigned at least one certificated resource teacher and classified employee to check in with identified students and offer tutoring or assistance with work as needed. Teachers provided integrated ELD during their distance learning lessons, and designated ELD via small groups and tutorials. Students are provided with multiple opportunities to engage and practice oral and written language. Our Integrated and designated lessons are engaging in rigorous content that develops a deeper understanding of language structure. Teachers were given resources and professional learning opportunities virtually to support distance learning for English Learners, foster youth and low income students. Mental health support was also provided to all students by our district's team of MFTs, social workers, and psychologists. Stakeholder input from teachers, students, and parents has been ongoing through interactions via email, phone, and technology platforms to ensure that their specific child's needs are being met. We continue our efforts to provide opportunities to assist parents and provide assistance for the needs of our English learners, foster youth, and low-income students, and are currently in the process of providing learning opportunities for our parents to help them understand remote learning. Our connection to parents and students has been a top priority, as research supports that learning is enhanced by a feeling of inclusion, engagement, and by being a part of a community.

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

The district immediately set up a multilingual hotline number for parents to call with questions or concerns regarding distance learning, student access, connectivity, meal distribution, or any other issues that they needed addressed. Students in grades 1-8 were provided with access to Chromebooks for use at home. Through the use of student and teacher surveys, the district is able to determine exactly which students have internet access for distance learning. The district purchased hotspots and received additional ones through KCSOS, which were distributed to the students who were most vulnerable and would have the least likelihood of being able to drive to a public hotspot. There is still a percentage of students who do not have internet access, so their teachers contact them by telephone and by mailing out or pick up instructional materials.

The district teachers primarily rely on Google Classroom as the primary learning platform. Teachers design their lessons, activities, and link to curriculum all through their google classrooms. Teachers with younger students also utilize Class Dojo as a means of communicating with students and families. Throughout distance learning, teachers have been providing instruction through Zoom, Flipgrid, Screencastify, and core curriculum websites.

Student engagement has been a top priority throughout the transition to distance learning. Teachers maintain student contact logs to record the frequency and types of interactions they are having with students and parents during distance learning. The teachers also communicate

with their site administrators regarding any students who are not regularly completing work or taking part in online lessons. Students who were not taking part in the learning, were given progress reports reflecting the concerns of the teacher. After school program staff, reading interventionists, academic coaches, and resource teachers have shifted to providing tutorials and supports for at risk students. Special Education students participate in distance learning and are monitored by their case managers. Newcomer English Learners, homeless youth, and foster youth are all monitored by designated district team members who regularly check on them to make sure they are progressing and staying engaged in their learning.

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

As of the first day of the school closures, March 18, 2020, Delano Union School District has provided free "grab & go" meals to students from 2-18 years of age through the Seamless Summer Feeding Option Program. Meals are distributed via drive thru and walk up service in a non-congregate setting, while maintaining social distancing practices. The distribution takes place at six school sites: Almond Tree Middle School, Del Vista Math and Science Academy, Cecil Avenue Math and Science Academy, Harvest Elementary, Nueva Vista Language Academy and Pioneer School. The distribution sites are spread out across the District and in communities with the greatest need. In order to further limit student exposure to COVID-19, the District has taken full advantage of the federal flexibility waiver that allows parents to pick up meals without students being present. Twice per week, families pick up grab and go meals, in addition to bulk food items that provide a supply of nutritious meals for the entire week. On May 11, 2020 the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. Outreach has been conducted in English and Spanish through parent phone calls, social media, and online resources to ensure that families are aware of the availability of free breakfast, lunch, supper and snacks. An average of 59,495 meals have been distributed per week. As of May 29, 2020, the District has provided a total of 630,682 meals to the children of Delano. Delano Union School District will continue to provide these meals throughout the school closure and over the summer break.

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

The district opened a hotline from the first day of closures. Through this hotline, and through Blackboard Robot calls, the district communicated the availability of child care for parents who were essential workers during the Governor's stay at home orders. The district provided child care immediately upon school closures and students continue to be added as additional parents report the need for services. The child care is housed at one of the elementary schools. Social distancing measures are practiced and the classrooms are disinfected daily. The district's academic coaches provide support for daily instructional lessons. English learners are supported through specialized lessons designed by the district's ELD staff and special education students are supported by the district's special education coach. Social workers, psychologists and the MFT are summoned for assistance if any student needs mental health support. District administrators take turns providing supervision and the district nurses support the daily temperature checks of all students and staff as well as respond to any

medical needs. To date, the district provides child care services to 19 students under the supervision of 4 classified staff who are supervised by district administrators and supported for instruction by the district's academic coaches. Along with support of instruction from academic coaches, the district has hired a consultant who provides art instruction to the students every week. The district will continue to offer child care services through the summer and is planning on continuing this support through next school year as needed based on distance learning needs and until the schools fully reopen.