

COVID-19 Operations Written Report for Desert Sands Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Desert Sands Unified School District	Scott L. Bailey Superintendent	slbailey@desertsands.us (760) 771-8501	June 23, 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.

On Friday, March 13, 2020, our schools were ordered to close under order of Riverside County Public Health. <https://www.rivcoph.org/Portals/0/Documents/CoronaVirus/schoolorder.pdf>

Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic.

EO N-56-20 issued a new timeline and approval waivers for the Local Control and Accountability Plan and Budget Overview for Parents as well as waving certain budgetary requirements. The Executive Order also established the requirement that a local educational agency (LEA) adopt a written report (COVID-19 Operations Written Report) explaining to its community the changes to program offerings the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families. The order provides that even if schools close temporarily because of COVID-19, LEAs will continue to receive state funding for those days so that they can:

- Continue delivering high-quality educational opportunities to students to the extent feasible through, among other options, distance learning and/or independent study;
- Provide school meals in non-congregate settings through the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO), consistent with the requirements of the California Department of Education (CDE) and U.S. Department of Agriculture (USDA);
- Arrange for, to the extent practicable, supervision for students during ordinary school hours.

In an effort to meet the needs of students during COVID-19, Desert Sands Unified School District immediately started providing enrichment opportunities on the district website for families and students to engage while teachers were being trained to transition to a full distance learning platform. In one week approximately 1,400 teachers attended trainings to prepare for the move to distance learning. Schedules were then created for each school site providing time for direct instruction and office hours for small group or one on one support.

Meanwhile, nutrition services immediately began distributing meals to families at 10 sites across the district. These were delivered in a grab and go fashion to allow for social distancing. Initially meals were served Monday through Thursday at each site.

Understanding that some families would initially need assistance with childcare, Desert Sands Unified School District developed a list of open facilities and provided this list on the district website. Additionally, one site was used to expand a local agencies childcare efforts.

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

Desert Sands Child Welfare and Attendance team members worked diligently with our attendance facilitators in reaching out to our English learners, foster youth and low income students who were not consistently engaging in distance learning. Phone calls and family conferences were conducted districtwide connecting them to resources, training and support. Our Foster Liaison worked with site administrators and school counselors' weekly providing ongoing communication and supports needed for students to be successful in this new learning environment.

Student Support Services set up an entire Social Emotional Wellness page with many resources supporting families and students.

Resources included were:

- Behavioral Supports
- Individual tele therapy for counseling and mental health services
- Social Emotional Wellness strategies
- Community Resources & Counseling Agencies
- Hotlines of various supports locally and countywide

Desert Sands Unified continued meeting with our stakeholders groups, such as our parent advisory committees, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Special Education Parent Advisory Committee (SEPAC), Migrant Ed, and Native American Education Programs through the end of May. A survey was shared with all stakeholders providing input on distance learning, meal distributions and child care needs. This gave great insight on prioritizing additional needs for our students and families during COVID-19.

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

Desert Sands Unified School District provided 1:1 chromebooks for students in grades 2-12 and one device per family in grades K-1. Additionally, mifi hotspots were checked out and provided to families in need of connecting to the district's LTE network.

Educational Services pushed out enrichment and educational resources and provided trainings on all platforms in the initial stages. Beyond the first week of training, we launched distance learning and purchased Imagine Learning. We also provided teachers with NearPod. Both platforms are embedded with resources for English learners, Students with Disabilities, and Social Emotional Learning tools. A resource

webpage was created for all teachers to refer to as they explored and tried different platforms and curriculum resources making it a successful transition to distance learning for all students, families and teachers.

Our Project Facilitators met weekly with our Director of Professional Development and Teacher Support to plan and offer additional support for our administrators and teachers. They also shared examples of daily schedules for families to adopt during instructional time helping to provide structured settings for learning. Weekly principal meetings were scheduled to communicate updates and dialogue best practices during distance learning.

A help desk was created for parents and students to call in when they needed technical assistance. This was available five days a week during school hours. The technology department provided a repair van to visit different sites responding to broken devices and technology issues throughout distance learning.

A Thought Exchange Survey solicited input from all stakeholders gaining feedback on successful resources and additional needs and training during distance learning. Training was provided following the close of the survey addressing all the identified needs.

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

Nutritional Services personnel along with volunteer administrators and site support continued to provide school meals district wide at 10 sites for easy pick up 2 times a week. Distributing 2 breakfast meals and 2 lunches on Monday and 3 of each on Wednesday. Information was posted on our website and communicated through social media platforms, email distribution and phone calls. All sites were well attended, in all, 696,451 meals were provided between March 16, 2020, our first day of closure through June 5, 2020. Families are required to identify the student that will be receiving the meal as a DSUSD student with their school identification. Meals will continue to be provided to families during our summer programs.

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

Due to the “Stay at Home” order (EO-N-35-20) by Governor Gavin Newsom, only four days after the EO-N-26-20, good faith efforts were made possible for families and schools to partner on supervision. Our district posted local and county facilities in the area that provide child care when allowed to open. District staff worked to identify the local child care facilities that were open to the public. These resources were posted on our webpage and updated regularly. Sample schedules, communication, virtual classes and meaningful activities were shared on our website as support. We also collaborated with RCOE as they provided consistent updating of open facilities. We also partnered with a local childcare provider allowing one of our school sites to be used as an expansion facility for their program.