

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Delta Prep	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 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 March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

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

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

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

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

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

[RFA, RSA, RFZ]

After announcing school closures on March 13th, we began to plan for meal distribution at the school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state.

We began meal distribution on March 16th, the first day that we were closed, and have continued throughout the closure as we know that it's a key resource for our families. We have implemented practices to promote safety as the meals are distributed, including providing personal protective equipment for our staff, encouraging families picking up meals to stay in their cars, and not allowing anyone to consume the meals onsite.

On March 30th, we shifted from daily meal distribution (of breakfast and lunch) to twice per week distribution. Now, on Mondays and Thursdays families can come and pick up multiple days' worth of meals for their students. This allows us to minimize gathering and increase the safety of our meal distribution.

[RDL, RRWC, RLS, RSK]

After announcing school closures on March 13th, we began to plan for meal distribution at our school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state. We distributed meals on March 16th, the first day of closures, but after seeing limited need from the community elected to close our campus as a distribution site and refer our families to other locations.

There are multiple options within a few miles of the school campus where our families can go to receive free meals for their students, including other Rocketship schools where our staff continue operating no contact meal distribution sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

[Other CA schools]

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

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

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

California Department of Education
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