



Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

COVID-19 Operations Written Report for Vallecitos School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Vallecitos School District	Dr. Maritza Koeppen Superintendent/Principal	mkoeppen@vallecitosd.net (760) 728-7092 Ext. 229	06/23/2020

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.

Vallecitos Elementary School District closed school from Monday, March 16, 2020 until the end of the school year on June 12, 2020. March 13, 2020 was the last day of traditional instruction for students. Teachers prepared paper packets for students prior to leaving school to take home with them for distance learning that would last until spring break. Sufficient copies were made with the impression students would return to school on Tuesday, April 14, 2020. When the closures began on March 16, 2020, teachers began to reach out to their students via telephone, email, or by using online tools, such as Class Dojo, Instagram Chat, and GroupMe. Teachers and staff received online training on how to use and implement distance learning platforms, such as Zoom to provide additional communication and instruction. Instructional aides are bilingual and were paired up with teachers to communicate information to parents. Google Voice was activated for several staff to call parents directly. Parents were surveyed and asked if their child needed a chromebook to continue distance learning. On March 30, 2020, Vallecitos School distributed 130 chromebooks to students. On April 1, 2020 an additional 16 chromebooks were distributed to students, for a total of 146 out of 218 students.

Teachers sent weekly lesson plans to parents that incorporated all core subject areas, including physical education. Enrichment activities were offered to students that wanted to complete additional assignments. However, after finding that approximately 50 students did not have

internet access at home, along with some teachers, the staff prepared additional take home assignments, using a combination of blended learning activities. On April 20th and 22nd, Vallecitos School did another material distribution for students, including textbooks, workbooks, paper packets, and headphones donated to students by JLab Audio. In addition, a homework bin was created on the Vallecitos School campus for students to turn in their assignments each week. Teachers used synchronous and asynchronous instruction. Support teachers, such as the school's Reading Specialist, English Learner Coordinator, and Specialized Academic Instructor partnered with classroom teachers to provide additional lessons to help meet individual goals. Efforts were made by Vallecitos in partnership with Lokket to install community WiFi that expanded into the neighboring park, market, and the neighborhood behind the school. Parents were able to drive their students to the school parking lot, county park, or surrounding areas to access the new community and student WiFi networks created for them.

Social emotional learning was a big focus during the closures. The school social worker provided students with lessons from the Second Step Program, the adopted curriculum being used prior to the closure. Recorded lessons and writing prompts were provided to students for self reflection. In addition, the school social worker contacted struggling families from teacher referrals to provide resources and supports during the closure. The school psychologist coordinated Care Solace, a program available to families and staff for mental health services and substance abuse concerns. The superintendent/principal provided weekly communication to families via Blackboard Connect and resources for families were posted on the school website. Ongoing staff meetings supported communication and information to ensure employees were aware of their roles during distance learning.

Custodial staff disinfected and cleaned classrooms, while also hanging proper health guideline posters around the school. Office staff worked remotely using a calendar of designated days to be on campus. Parents were called for specific communications and appointments were made for registering new students. Similarly, a calendar of designated days was created for certificated and classified staff to work on campus to promote social distancing. Bilingual instructional aides completed 168 parent surveys (77% response rate) for the 2020-2021 school year by individually calling each parent to ask about their preference for instruction choosing traditional instruction, blended learning, or online virtual learning. Survey results will be analyzed to determine next steps and if accommodating parent requests are possible for the 2020-2021 school year.

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

Vallecitos Elementary School District has approximately 50% of students identified as English learners. The district is fortunate to have a designated English Learner Coordinator to support instruction, monitor student progress, and analyze assessment data for students learning English. The EL Coordinator attended a variety of training to learn about supporting students with English Language Development lessons through distance learning. In addition, the EL Coordinator joined synchronous lessons provided by classroom teachers to provide additional English language support. English language development lessons were created for English learners using the Wonders, Inside, and Inside the USA for newcomers curriculum that were embedded in teacher lesson plans. The EL Coordinator also helped communicate with parents in Spanish on behalf of teachers who are not bilingual. The EL Coordinator participated in virtual IEP meetings during the closure and helped distribute curriculum and chromebooks to students during the designated distribution days. The district held it's first virtual District English

Learner Advisory Meeting at 6:00 p.m. on May 28, 2020 to update parents on the supports offered to their students during the closure, to present the COVID-19 Written Report, to share with them resources available such as vendors for internet installation, mental health support, and the new EBT program available for students on free breakfast and lunch. They were also provided information on Migrant Education Virtual Summer School. The district also received feedback from parents on how distance learning was going for them. Bilingual instructional aides were paired up with teachers to support communication in Spanish since many of the teachers are not bilingual. Google Voice was activated for several staff members to support ongoing communication with parents.

Vallecitos Elementary School District has 99.5% of students identified as low income students. Continuous communication and resources were provided to families during the closure. The school social worker created a document with resources available for families to access in a variety of areas, such as counseling, substance abuse, 211, local food banks etc. The district posted videos from the Mind Yeti series to help students cope with social emotional stress. Weekly social emotional lessons were created using the Second Step curriculum for preschool - 8th grade students. The school social worker reached out to several parents to communicate on behalf of teachers, but also to check in with them to ensure they were okay. Vallecitos Elementary was able to provide all students headphones, donated by JLab Audio in Carlsbad. Internet WiFi was expanded around the school and the county park next door to provide additional access points for students. Any student needing a chromebook for distance learning was provided one. Efforts were made to provide students with a variety of work, including online, as well as paper and pencil options for students not having direct access to internet at home. The Vallecitos Elementary School District partnered with the San Diego Food Bank and provided a drive thru food distribution scheduled on April 17th, May 15th, June 19th, July 17th and August 21st. Over 100 families participate each month.

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

Vallecitos teachers and staff participated in a variety of staff development opportunities to help them get started with distance learning. The district partnered with the Educational Technology Department at the San Diego County Office of Education to learn more about certain online platforms. The training topics and dates participated by staff are listed below:

1. Zoom - April 6, 2020
2. Introduction to Teaching Online - April 7, 2020
3. Getting Started with Google Classroom - April 9, 2020
4. Introduction to Google Drive & Docs - April 10, 2020
5. ScreenCasting - April 14, 2020
6. Google Classroom (Guided Classroom building) - April 20, 2020
7. Building a Lesson Online - April 24, 2020
8. Google Meets - April 27, 2020

Teachers used digital communication programs, such as Class Dojo, Instagram Chat, and GroupMe, along with calling parents and emailing them to ensure they understood the classroom expectations. Some teachers were previously using Google Classroom and others began using the platform during distance learning. The district activated student emails in order to continue communicating with students. This also

allowed them to submit their assignments on Google Classroom. Teachers used synchronous and asynchronous methods to deliver online instruction using Zoom, Google Meets, and ScreenCastify on a weekly basis. The district purchased a site license for Zoom to support synchronous instruction and adhere to FERPA laws. Teachers continued to use grade level standards and strategies for planning their lessons. The district created a Homework Drop Off Box in front of the school for students to submit their assignments. Students continued with the grades they had on March 13th, but could increase them through distance learning. In addition, the final semester report card indicated the level of participation and engagement students had during the closure.

For students assigned to Tier III intervention, the school's Reading Specialist provided ongoing support. The Reading Specialist included an instructional video, a follow up activity, and a reading assignment for 1st - 7th grade students each week. In grades 1st - 3rd, a story was included that they could listen to on a weekly basis. The Reading Specialist also provided instruction to a small group of two students and one individual student via Zoom two day a week. In addition, reading activities were posted on Google Classroom for select classes to work on.

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

On March 16th, 17th, and 18th, Vallecitos Elementary served school lunches via a drive thru process to approximately 32 students each day. However, the district partnered with Fallbrook Union High School District after learning that buses would come through their regular bus stops to deliver warm food to students. The high school bus stops at Vallecitos Elementary each day at 11:30 a.m. to provide food to students in the community. High School staff have appropriate personal protective equipment for delivering meals.

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

Vallecitos inquired about providing supervision of students using the Early Childhood California State Preschool Program Grant. Phone calls were made to the California Department of Education to inquire about proper procedures, protocols, and limitations to opening supervision on campus. In addition, the Vallecitos Early Childhood Preschool Teacher called around to various childcare providers to inquire about space for our families to communicate options to them. Unfortunately, there were no open vacancies given the strict ratio of adults to children required. Vallecitos had 11 students qualifying for essential childcare, but being a small district with limited resources, we were not able to offer the service.

The After School Education and Safety (ASES) staff from ARC, provided embedded lessons for students who normally attend the after school program. The embedded lessons were offered as part of the teacher's weekly lesson plans for additional enrichment learning activities of things students could do at home during after school hours.