

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Vallejo City Unified School District	Adam Clark, Ed.D Superintendent	aclark@vcusd.org , 707-556-8921	June 24, 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.

March 13, 2020 was the last day that students attended school for face to face instruction as a result of Shelter in Place due to the COVID-19 emergency. From March 16-20, 2020 a webpage was constructed to provide parents with ideas to engage students in learning opportunities at home. During this same time period teachers prepared their rooms as if they were closing them down for the rest of the school year and were provided professional development for the use of the Google platform to provide Distance Learning instruction. Meal service was initially provided at all school sites each day and then was adjusted over the next several weeks based on need. Students were on spring break from March 23, 2020-April 13, 2020. During this time parents/guardians were surveyed for technology needs, devices were distributed, Wi-Fi hot spots were ordered, a Distance Learning Plan was developed, and working conditions for Distance Learning were agreed upon between management and the teacher bargaining unit. April 13, 2020 had already been established as a non-student staff development day so this day was used to provide teachers with training on the implementation of Distance Learning. A special webpage was built to provide parents with information about how to access curriculum, contact staff, and get access to technology or technology repairs. The VCUSD Distance Learning Program launched on Tuesday, April 14, 2020 and remained in place until the last day of school on June 10, 2020. All promotion and graduation ceremonies were held virtually.

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

Vallejo City Unified worked diligently to meet the needs of English Learners, foster youth, and low-income students.

Parent Support Teams

To support students and families, the Categorical and English Learner Department created the Parent Support Team. The Parent Support Team was created to ensure that there was an open line of communication between the district, schools, and families. Parent Support Team reached out to parents whose contact information was no longer valid in creative ways to get updated information. This was an important step to ensure families could receive all important updates and information in a timely manner.

In the weeks after the closure of the school district buildings, the Parent Support Team strived to keep open communication with all stakeholders. The team held a weekly scheduled Parent Support Hour (in both English and Spanish) where parents, guardians, and community members joined via Google Chat or by phone. During these informational meetings, important updates were shared and those present were able to ask questions. The second layer to the parent meetings was the addition of Parent Hotline hours. During these scheduled hotline

hours, parents, guardians, and community members were able to call in and speak to one of our Parent or Bilingual Liaisons for more specific or individualized needs.

Student Care Teams

To support students during school closure related to COVID-19, the Student Services Department created the Student Care Team. The Student Care Team first began by assisting with outreach to any students who were not able to access the district's Distance Learning Program. The Team then transitioned to focusing the support on foster and homeless youth, making daily phone calls and/or home visits for check-ins, counseling, or to make referrals to community agencies. Throughout Distance Learning the Student Care Team connected with students and or families referred to them by school staff.

Direct Student Support

K-5 Teachers provided direct small group instruction via Google Meet to English Learners utilizing resources identified in the adopted curriculum. These resources included the designated English Language Development curriculum and Leveled Readers to support reading, writing and speaking instruction. Imagine Learning Literacy was utilized as a supplemental program to support students during independent time at their instructional level. Bilingual tutors supported English Learner students during Google Meet class meetings and in dedicated small group instruction time via Google Meet. Tutors provided content area support to ensure that students were able to access grade level material.

The Secondary English Learner Teacher Leader met with each site team to provide guidance and support around resources and strategies to support students learning English as a second language. The Secondary English Learner Teacher Leader, Bilingual Tutors, Bilingual Liaisons, and counselors did outreach to students in the English Language Development programs and supported them with course selection. Secondary classroom teachers implemented "Duolingo" software to support students in online learning.

The Positive Youth Justice Liaison who works with foster and cross-over youth supported students 1:1 with a wide variety of issues as well as coordinating with the Juvenile Justice system to work with any students that moved into the district during Distance Learning. The Secondary English Learner Teacher Leader, Positive Youth Justice Liaison, site counseling teams, and Academic Support Providers supported low-income students through targeted outreach to students and families that were on "at risk" lists.

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

Vallejo City Unified School District Distance Learning Program Plan

The Vallejo City Unified School District Distance Learning Plan was developed to establish common expectations for parent communication tools, instructional delivery platforms, curriculum to be used, grading protocols, frequency of feedback to students, assessments to be administered, time required for direct support to students, and availability of teachers to assist students.

Survey

Parents and guardians were surveyed to establish level of need for computer devices and Wi-Fi hotspots.

Device Distribution and Maintenance

Devices were distributed from each school site to ensure easy access for families. Once the majority of devices were distributed, a central location within the city was selected as the hub for device distribution, technology support, and technology repairs. Staff and parents could also submit work requests and get virtual technology support or phone support. Members of the Technology Department regularly scheduled in-

person meetings in a safe environment where parents, students, and staff could go to get support with hardware or software issues. Support tickets submitted between March 13th through May 13th increased more than 50% over the prior two months from 1,417 to 2,141.

Monitoring Implementation

Systems were put in place to monitor student participation in distance learning and reports were generated to track student logins each week. Parents were contacted when students did not log in. Principals and district support staff were provided access to monitor teacher engagement and assignments within Google Classroom in order to provide support if needed.

Professional Development

Site leaders were provided with the professional learning experiences in large groups, more targeted groups, and one on one to ensure that they had the support needed to roll out Distance Learning with their teachers. Teachers received training in the use of the online components of the adopted curriculum, and the use of the Google Suite to support students continued learning and ensure consistency across all grade levels. District and site based professional development staff supported teachers through coaching in delivering quality lessons and assignments in the distance learning environment. Planning resources were amended to provide information and resources that supported teachers in targeting essential standards.

Implementation

Program implementation requirements were established for all schools and classrooms. All teachers established Google Classrooms to assign learning tasks, scheduled Google Meets in person or recorded to provide group support, and provided daily office hours to provide individualized support. Curriculum to be used during Distance Learning and included the online components of district adopted curriculum, and supplementary English Language Arts and Math programs that that provided differentiated support.

Parent Communication

Parent Square was fully implemented as a parent communication tool at each site which allowed for a considerable increase in communication with families to share Social Emotional Learning tips, learning strategies, and technical support tools for using Google Classroom. VCUSD's website was redesigned to add a Distance Learning tab and resources were compiled to provide a one-stop destination for students and parents to visit for guidance on accessing instructional and supplemental learning materials.

Special Education

The special education department purchased curriculum for special day and resource classes to support Individual Education Program goals.

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

Vallejo City Unified School District has continued providing meals for students since our school buildings closed due to the pandemic. Breakfasts and lunches are available for any child 18 years of age or younger, for free.

To maintain social distancing and to provide families with as much convenience as possible to access meals, drive up/walk up grab and go meals were provided. Children do not have to be present when meals are picked up.

Meal pick up is offered at five locations throughout the city: Beverly Hills Elementary, Loma Vista Environmental Science Academy, Hogan Middle School, John Finney Complex, and Jesse Bethel High School. Meals are distributed on Mondays and Thursdays from 9:00AM-

11:00AM. On Monday breakfast and lunch for Monday-Wednesday are provided and on Thursday breakfast and lunch for Thursday and Friday are provided. Fresh produce is available to families during meal distribution through a partnership with the local food bank.

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

The Solano County Office of Emergency Services identified an unmet need for child care in Vallejo, with a critical need identified for the staff at Kaiser Permanente and Sutter Solano hospitals in particular. First 5 Solano Children's and Families Commission was designated as the lead agency in providing emergency child care services. Vallejo City Unified School District was approached about the possible use of a school facility for this purpose. Cooper Elementary is located near both hospitals and was offered as a resource. Vallejo City Unified School District (VCUSD) Child Development Programs had a program on this campus. These programs were physically closed so the district offered the use of the preschool and school-age rooms on campus. The first Zoom meeting held for the Solano County Emergency Pop-Up Child Care was March 26, 2020. In addition to First 5 Solano and VCUSD, other partners involved in this endeavor included Solano County Office of Education, Solano Families and Children's Services (Resource & Referral agency), Solano County Public Health, ChildStart, and Continuing Development Inc. First 5 Solano submitted an Emergency Waiver for Operation of Temporary Employer Sponsored Child Care to Community Care Licensing. The waiver was approved April 2, 2020. The employer of record is Sutter Solano Medical Center. The Pop-Up opened April 13th for employees of Kaiser and Sutter hospitals, Medic Ambulance, La Clinica, and Vallejo Fire and Police departments. It is now open to all essential workers in Solano County. The Pop-Up is staffed with site administrators, teachers and assistants from the VCUSD Child Development Programs as well as individuals from the VCUSD Health Department, Expanded Learning Program, and Maintenance & Operations Custodial. There is a total of 13 individuals staffing this Pop-Up with 8 of those being from VCUSD Child Development Programs. Both the preschool and school-age rooms are at capacity (10 students per room). Hours of operation are 6:30 a.m. to 6:00 p.m., Monday through Friday. Meals are being provided by the district's Student Nutrition Services department.

California Department of Education
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