



COVID-19 Operations Written Report for Vineland School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Vineland School District	Mrs. Cindy M. Castro Superintendent	cicastro@vineland.k12.ca.us (661) 845-3713	6/15/2020

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.

The Vineland School District closed all school sites on March 18, 2020, in response to the Covid-19 emergency, and recommendation by the Kern County Director of Public Health Services and the Kern County of Superintendent of Schools. The decision was made go 1:1 in regards to student technology ratio. The VSD implemented a Distance Learning Platform for students in Grades TK-8. The Distance Learning Platform also included providing students with grade level learning packets, paper and pencil, for those who requested them. Other supplemental digital resources were made available to all of our VSD students which included; Standard Plus Math and ELA, Lexia, Power up, Starfall, Accelerated Reader, and Reading A-Z. Certificated staff transitioned from a traditional learning environment to providing student instructional support through digital platforms such as Google Classroom, Canvas, Google Meet, Zoom, and by cell/telephone conferencing. Certificated staff were available to provide additional support and instruction to students and families based on individual needs.

The closure of schools have dramatically impacted the students ability to receive equitable access to daily instruction as many families have been adversely affected by COVID-19. The Vineland School District is rural with it own set of obstacles which include; lack or resources,

lack of internet connectivity, high numbers of Covid cases due to the farming/packing agricultural industry in which the parents are employed. Prior to the school closure, 99.9 percent of the student population was identified as socioeconomically disadvantaged and lacking in basic daily needs. The district has responded by providing resources for the families and community connections for their specific needs. Due to the district being located in a rural community which is largely isolated, 'hot spots' and other WIFI devices have been given to those who have requested due to there being no connectivity where they reside.

Meals, which include, Breakfast and Lunch, called Grab and Go, have been provided to our students on a daily basis. The students housing are located in rural and often isolated areas, and the parents are agriculture workers, so the decision was made to deliver the meals directly to ALL students at their bus stops. This would ensure that all students had access to meals.

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

In order to ensure the most equitable option for Distance Learning, and to meet the needs of unduplicated pupils, the District provided every student with a digital platform called Canvas to provide Common Core State Standards. Written material was also provided in Learning Packets for those who preferred the pencil and paper format. A District Website and link for instruction was also provided for the parents and students. Chromebooks were also distributed to every student in grades TK-8, to ensure that unduplicated pupils also had access to supplemental digital platforms such as Lexia, Starfall, and Accelerated Reader/Math.

English Learner Students received additional support from their teachers by supplementing the Learning Packets in order to meet their specific needs and providing Intervention support. Canvas, was also utilized to construct curriculum specific to English language Learners needs. Additional supplemental digital platforms were utilized such as Rosetta Stone, Lexia, Standard Plus ELA and Math, Reading A-Z, Zoo Phonics, Accelerated Reader and Math, to close the achievement gap or mitigate the learning loss due to COVID closure of the schools.

There are no Foster Families identified in our district.

Low Income Students were able to utilize the VSD Community Liaison, School Counselors and School Psychologist, who were available to meet the needs of students and their families. Community Resources were made available for food and clothing and any additional resources that were identified. The School Counselors and Special education teacher, provided Social-Emotional Learning for those identified "At Risk" or recommendation by their teacher or parent/guardian. The counselors also providing their services for those students who needed guidance navigating through this "new normal" of current state of Shelter in Place orders. Phone calls, Zoom meeting and other means of communication were utilized. Site Administrators were also available to make personal connections with their students.

Low Income students were receiving two meals per day that were delivered to all students bus stops until Spring Break. Currently, the students are receiving meals for breakfast and lunch for 5 days on Monday and Wednesday, . The meals are being delivered and distributed at the students bus stops for easy accessibility for the working agricultural families. All Students have been given a Chromebook to facilitate Distance Learning and also Learning Packets and supplies have been offered for those who request them. Hot Spots have also been distributed for those students who do not have access to the internet due to their homes being located in a rural community.

In addition to the support listed above, services with Students with Disabilities continued through Distance Learning. The Special Education Teacher worked collaboratively with the Regular Education Teacher to provide curriculum aligned to IEP goals. Paper Learning Packets and Google Classroom were deployed targeting specific skills and activities to support their learning needs. During the school closure, the Special Education Teacher continued to work closely with the SWD student population on a daily basis in order to support student learning. .Speech Services continued and were provided by contractor, East Hills Speech Services .Multiple IEP meeting were held via Zoom and Tele-conferencing to accommodate timelines and student plan revisions.

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

Beginning March 18, 2020 with the immediate closure of the school mandated, Teachers sent home Learning Packets with 10 days of school work with the belief that we would be returning very soon. Then the decision was made to close the schools for the remainder of the school year. The decision was made to provide the VSD students with every opportunity for learning. The VSD developed a Distance Learning Plan with the intent to provide the highest quality Distance Learning opportunities possible to ALL students. Due to the fact that 99.9% of the student population is Unduplicated Students, and there is a lack of access to technology and internet connectivity, the decision was made to provide every student with a Chromebook and access to the internet by providing "hot spots" . The District, with the help of Kern County Superintendent of Schools, acquired 700 Chromebooks and 50 WIFI connectivity devices. KCSOS also provided the District access to the Canvas Digital Platform with Units for each grade level. Learning Packets, Pencil and Paper, were also provided across each grade level. The VSD distributed all chromebooks to all TK-8 students in our district. KCSOS provided training and Professional Development for the staff with this new digital platform. Some of our staff were familiar with this platform while others preferred Google Classroom. The Canvas units and Learning Packets encompassed Standards Based, Grade- Level skills. Supplemental resources were also provided included other digital platforms such as Lexia, Power-Up, Standards Plus ELA and Math, Starfall, Reading A-Z, and ZooPhonics. Teachers, Administrators, and other school personnel were available to students and parents for academic support and provide additional support based on students needs.

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

Due to high Socioeconomic Disadvantaged student population (99.9%) , School meal services were offered to students immediately after closure. The VSD is unique because it is rural, located and isolated from the larger communities. Our parents are working families, employed in Agriculture. Our biggest concern was that the families are busy working and would not be able to pick up meals for their students. So the decision was made to deliver the meals to the students bus stops. The deployment of meals was successful because the

delivery percentages were more than our student population. There were many days when we were serving over 100% . We concluded that we were also providing meals for the local high school students who were unable to go to their high school to pick up their meals due to transportation or location of their high school (in another city, Arvin.) Currently all meals consist of Breakfast and Lunch in a Grab and Go sack lunch .

Initially, after the school closure, we were providing delivery of Breakfast/Lunch DAILY, Monday through Friday. Meals were delivered from 11:00-12:00

After Spring Break, we delivered Monday through Thursday, with Thursday providing for 2 days (including Friday).

Beginning, May 1st, and due to the extreme heat, meal deliveries are on Monday and Wednesday. Monday Breakfast/lunch meals also contains food for Tuesday. Wednesday meals also contains food for Thursday and Friday. Meals time deliveries are from 10:00am - 11:00AM

Parents are reminded daily about the Grab and Go meals provided by the district using Parent Connect Ed, also called ROBO- call, District Webpage and District Face Book.

The VSD offers "Grab and Go" meals for those parents who are available to pick up meals.

Social Distancing is practiced at the bus stops. The cafeteria and MOT staff distribute the lunches and monitor the lines so ensure that all students are practicing social distancing while their are lining up to receive their breakfast/lunches. All staff wear masks and gloves.

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 many of our Parents/guardians deemed as "essential", because the majority are employed in the Agriculture industry. All parents/guardians were notified about "Supervision of Students During Ordinary School Hour ." A school announcement/ flyer was sent home to all parents/guardians about school closure and information to contact the VSD for child care if needed. The announcement/flier was also posted on our District Webpage and Face Book.

Parents were also notified by Connect Ed, a digital, Robo-call, made to all families in the District informing them of the Governor Newsom's Executive Order, N226-20.

The Boys and Girls Club are currently under contract with the Vineland School District to provide After School and Education Program, ASES. Arrangements were made with the Boys and Girls Club to provide Supervision of Students During Ordinary School Hour . Provisions were made for a specific number of students to be serviced due to Social Distancing, personnel available, and other CDC guidelines. School sites, personnel, and other pertinent information was planned in order for the VSD to be compliant with the Governors Orders.

No parents contacted the district for child care services.

