

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

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Mission Statement

As a learning community dedicated to personal growth and academic excellence, the Valley Center-Pauma Unified School District, in partnership with students, parents, and the community, will bring forth individuals who attain academic achievement, a passion for lifelong learning, and respect for themselves and others.

GOAL

To support a broad-based curriculum that promotes achievement for all.

Special Meeting of the Governing Board

September 22, 2020

This meeting is being held virtually due to the COVID-19 Pandemic restrictions
Valley Center-Pauma Unified School District
28751 Cole Grade Road, Valley Center, CA

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at (760) 749-0464. Notification of 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 28751 Cole Grade Road, Valley Center, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact the office of the Superintendent at (760) 749-0464.

This meeting is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020 and in compliance with subsequent Executive Order N-33-20 issued March 19, 2020. Any or all board members may attend the meeting by phone. Members of the public may also submit their requests to address the board via email at: requesttoaddresstheboard@vcpusd.org. Emailed requests must be received no later than 2:00 pm on September 22, 2020. The emailed requests will be read during the meeting by the Board Secretary or his designee. Members of the public may observe the meeting by joining via the following information.

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://zoom.us/j/98950601961?pwd=c1AxWlhjRHdadGpaSmRBNHNRVWJXUT09>

Passcode: W1HkR7

Special Board Meeting 09/22/20

I. 5:00 p.m. Public Comment on Closed Session Items.

II. 5:00 p.m. CLOSED SESSION

A. Certificated Personnel – appointments, transfers, resignations, and/or reassignments/evaluations

(Government Code Section 54957)

1. Superintendent's Goals and Objectives

B. Conference with Labor Negotiators: (Government Code Section 54957.6). District negotiator, Dennis Zabinsky, Director of Human Resources

1. Employee Organizations – VCPTA and CSEA
2. Unrepresented Employees

Requests to Address the Board

Members of the public are encouraged to attend Board meetings and to address the Board. For Special Meetings, the public may address the Board concerning any item on the agenda. In order to conduct district business in an orderly and efficient manner, the Board requires the public presentations to the Board comply with Board Bylaw 9323 including the following:

- **DURING THE COVID-19 PANDEMIC** - Members of the public wishing to address the Board must submit their request via email at requesttoaddresstheboard@vcpusd.org by 2:00 pm on September 22, 2020. Your emailed request should indicate what item on the agenda you are addressing.
- The President will recognize each person who has a request to address the Board at the proper time and the **Board Secretary or designee will read the content of the emailed requests in the order received.** Emailed requests to address the board must include the name of the requestor. All emailed comments are limited to a total of 3 minutes per person (approximately 450 words) or 20 minutes per item. Members of the public will be able to observe the reading of the emailed requests by attending the webinar.
- The Ralph M. Brown Act limits the Board of Trustees and staff's ability to respond to comments on items not on the agenda.
- The Board may not legally take action on any item not specifically listed on the agenda. Please note that once the Board closes the public input time on an agenda item, only the Board and staff are involved in subsequent discussions. Thank you for your cooperation

III. 6:00 p.m. – Public Meeting

- A. Call to Order and Establishment of a Quorum
- B. Pledge of Allegiance
- C. Report and Actions Resulting from Closed Session
- D. Approval of the Agenda

Motion _____ 2nd _____

Vote by Member:

Adams, C. _____ Heredia _____ Polito _____ Stroh _____ Adams, M. _____

E. Superintendent's Division

1. The Board will hear information on the reopening of schools for the 2020-2021 school year and approve the COVID-19 Prevention Plan for a Safe Reopening of Valley Center-Pauma schools. **Action**

Motion _____ 2nd _____

Vote by Member:

Adams, C. _____ Heredia _____ Polito _____ Stroh _____ Adams, M. _____

F. Educational Services Division

1. The Board will consider approving the 2020-21 Learning Continuity and Attendance Plan. The Board heard information and conducted a public hearing on this plan on September 10, 2020. **Action**

Motion _____ 2nd _____

Vote by Member:

Adams, C. _____ Heredia _____ Polito _____ Stroh _____ Adams, M. _____

G. Business Services Division

1. The Board will hear a presentation on the status of the Request for Proposals (RFP) for photovoltaic systems. **Information**

H. Motion to Adjourn

Motion _____ 2nd _____

Vote by Member:

Adams, C. _____ Heredia _____ Polito _____ Stroh _____ Adams, M. _____



COVID-19 Prevention Plan for a Safe Reopening of Valley Center-Pauma Schools

2020-2021 School Year

BOARD APPROVED: DATE PENDING

The Valley Center-Pauma Unified School District's *COVID-19 Prevention Plan* was developed in consultation with the County of San Diego Health and Human Services Agency, Public Health Services and is based on guidance articulated by the California Department of Public Health in its [COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs](#) (July 17, 2020) and COVID-19 and [Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#). The plan also was developed in consultation with an ad hoc health and safety committee consisting of district employees, including representatives from the Valley Center-Pauma Teachers Association and from the California School Employees Association and Its Chapter 795.

The general health and sanitation protocols and other procedures described herein are intended to limit the spread of the COVID-19 virus at each of our district's schools. They are subject to change as the California Department of Public Health and the San Diego County Public Health Department will change their directives and recommendations. These protocols may also be subject to bargaining with VCPTA and CSEA.

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SECTION 1: GENERAL MEASURES

1. Each school in the district will follow the school district's *COVID-19 Prevention Plan* based on a comprehensive risk assessment of all work areas and work tasks. The prevention plan is located at www.vcpusd.org.
 - a. The persons responsible to implement and monitor this plan is the district's Superintendent and/or Chief Business Officer.
 - b. The school district's COVID-19 Liaison for contact with Public Health Services is the District Nurse.
 - i. School site administrators or School Health Technicians will report both suspected and confirmed cases of COVID-19 to the district's COVID-19 Liaison, the District Nurse.
 - ii. The District Nurse, as the district's COVID-19 Liaison, will report information on positive cases to Public Health Services Epidemiology Department at: 619-692-8499
 - c. The school district has incorporated the [CDPH Guidance for the Use of Face Coverings](#). See section 3 for more information.
 - d. The school district's COVID-19 Prevention Plan is posted at www.vcpusd.org. This information has been provided to employees and their labor representatives via email. The school district will train employees about the protocols described in the COVID-19 Prevention Plan through a mandated task in the TalentEd portal.
 - e. The school district will plan to regularly evaluate the workplace for compliance with this plan and document and correct deficiencies. Monitoring will be conducted on a regular basis by the Superintendent and the Chief Business Officer who will attend SDCOE guidance meetings as available. Principals will receive ongoing guidance and updates through leadership team meetings. Any new guidance will be discussed, local data analyzed, protocols will be reviewed and potentially revised, and decisions regarding staying open will be made at these times. District labor representatives will be consulted about proposed or required changes. Additional meetings may be called whenever the need arises.
 - f. The school district will investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. After the investigation, the district will update the plan as needed to prevent further cases.
 - g. The school will implement the necessary processes and protocols when a workplace has an outbreak, in accordance with [CDPH guidelines](#).
 - h. The school will identify individuals who have been in close contact (within 6 feet for 15 minutes or more) of an infected person and take steps to isolate COVID-19 positive person(s) and close contacts. The district will consult the county public health department for counsel. (See Section 10 for more details.)
2. The school district has evaluated whether and to what extent external community organizations can safely utilize the site and campus resources, and will ensure external community organizations that use the facilities also follow this guidance, if they are permitted to use district facilities. As of September 2020, no use of facilities to outside organizations will be permitted until full restrictions have been lifted to ensure disinfecting protocols can take place.

Use of facilities will be permitted for functions required by law, such as election polling, or to allow for COVID-19 testing sites or the distribution of food commodities to the public.

3. The school district is prepared for the possibility of repeated closures of classes, groups, or entire facilities when persons associated with the facility or in the community become ill with COVID-19. (See Section 10 below.)
4. The school has developed a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. Student health plans will be reviewed by the district nurse. Monitoring of these plans will be conducted at each school site by the LVN assigned to the school. Any student health concerns that arise during the safe reopening phase of school should be directed to the school principal. The school principal will coordinate with the family and the district nurse to determine appropriate accommodations necessary. Groups who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - a. *Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members:* Classrooms accommodating students with limited mobility shall adhere to physical distancing and health recommendations for all classes. Additional safety PPE or equipment will be purchased for high-risk students, staff, or classrooms, as reasonably needed.
 - b. *Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing:* Signage will be posted throughout the schools, and videos may be used when necessary to demonstrate safe practices (e.g., CDC hand-washing videos).
 - c. *Individuals who may not be able to communicate symptoms of illness:* At home, parents will be asked to prescreen all students and accompany them to school or the bus stop to assist at the school's screening process. During the day, teachers and staff will use other appropriate resources for nonverbal or English Learner children.
5. The school district has reviewed the [CDPH Guidance for the Use of Face Coverings](#) and applicable local health department guidance and incorporated face-covering use for students and workers into this COVID-19 Prevention Plan. See Section 3 for more information.
6. All students and families have the option of Distance Learning for the 20/21 academic year. Distance learning will also be triggered for students, cohorts, sites, or the district as a result of Covid-19 cases. Distance Learning includes:
 - a. 5 days a week virtual/live at-home instruction (Independent Study and Homeschooling options may have different parameters)
 - b. Students supplied with iPads or Chromebooks and support with internet access, if needed

SECTION 2: PROMOTE HEALTHY HYGIENE PRACTICES

7. The school district will teach and reinforce [washing hands](#), avoiding contact with one's [eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff. The training will instruct and remind students to:
 - a. Use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
 - b. Wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
 - c. Wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
 - d. Use fragrance-free hand sanitizer when hand washing is not practicable.
 - Ethyl alcohol-based hand sanitizer is preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic when ingested or absorbed in skin.
 - Do not use hand sanitizers that may [contain methanol](#), which can be hazardous when ingested or absorbed.
 - Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

COVID-19 prevention policies will be provided to parents and staff in a written format prior to the return of in-person classes at the school sites. Teachers will train students about these safe practices utilizing videos from the CDC. These videos will be vetted and distributed by the Director of Special Projects in consultation with the district nurse.

8. To minimize movement and congregations in bathrooms, restroom breaks will be scheduled throughout the day to ensure physical distancing. Each classroom will be assigned a designated restroom to ensure social distancing. Restroom breaks will be monitored to ensure that students do not congregate in the bathrooms. Signs will be placed inside and outside of bathrooms to remind students not to congregate.
9. Students and staff will wash or sanitize hands upon entry to the school site. They will also wash or sanitize hands at major transitions, such as returning from restroom breaks or before and after eating. Hand sanitizer will be located in every office and classroom, as well as at school entry points. Students will have access to hand sanitizer under teacher supervision.
10. The school district has acquired and will maintain adequate supplies of hand sanitizer for all work offices and classrooms, as well as entry points on campuses and school buses. All hand washing stations and sinks will be supplied with soap and disposable paper towels for drying hands.
11. As described in [CDPH Guidance for the Use of Face Coverings](#), the district will ensure the use of face coverings by staff and families.
12. The school district will ensure that employees use face coverings and that they are adequately supplied with protective personal equipment.
 - Employees are directed to wear a cloth face covering or mask at all times. The only exemptions to this rule are:
 - a. The face covering may be removed while working alone in a single office with the door closed.
 - b. While driving a district vehicle with no passengers.
 - c. While working outdoors with little possibility of anyone coming within 15 feet.
 - d. While eating or drinking
 - Employees will be provided with a cloth face covering or disposable mask, if requested.
 - Exceptions may be granted based on documented medical needs.

13. Initial PPE equipment for all school districts—including student and adult cloth masks, teacher face shields, hand sanitizer, and no-touch thermometers—was provided by the SDCOE. Additional supplies will be ordered by the Valley Center-Pauma Unified School District as needed. Face shields will be available for all staff who request them. Gloves will be provided for custodial and kitchen staff, and for other employees who request them. Employees who interact with the public will be provided with plexi-glass shields for their work stations (e.g., receptionists), and teachers will be provided plexi-glass shields for their desks upon request.
14. The district will strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:
- Protect the school community
 - Reduce demands on health care facilities
 - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

SECTION 3: FACE COVERINGS

15. Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.
- The district will teach and reinforce use of [face coverings](#), or in limited instances, face shields.
 - Students and staff will be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
 - Information will be provided to all staff and families in the school community on [proper use, removal, and washing of cloth face coverings](#).
 - Training will include policies on how people who are exempted from wearing a face covering will be addressed.
16. The school district's directives regarding students' use of face coverings includes the following elements:

| Age | Face Covering Requirement |
|---|---------------------------|
| Under 2 years old | No |
| 2 years old – 2nd grade | Strongly encouraged** |
| 3rd grade – high school | Yes, unless exempt |
| **Face coverings are strongly encouraged for young children between 2 years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly. | |

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.

- b. A cloth face covering, or face shield should be removed for meals and snacks or when it needs to be replaced.
- c. In order to comply with this guidance, district schools will exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools will develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.

17. The school district's directives regarding staff use of face coverings includes the following elements:

- a. All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- b. In limited situations where face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- c. Employees or other persons handling or serving food must use gloves in addition to face coverings. Employees who are screening others for symptoms or handling commonly touched items may request to use gloves.
- d. In limited circumstances, employees may remove their face coverings:
 - While working alone in a single office or classroom.
 - While driving a district vehicle with no passengers.
 - While working outdoors with little possibility of anyone approaching within 15 feet.
 - While eating or drinking.

SECTION 4: ENSURE TEACHER AND STAFF SAFETY

18. The school's plan to protect teachers and staff includes the following elements:

- a. Employees are directed to maintain social distancing of six feet from each other and from visitors on campus
- b. Administrative offices will be configured so that any employee's work station is at least six feet from another employee's work station.
- c. Staff will use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- d. Whenever possible, employees who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, may be provided accommodations or options such as telework, where appropriate, or teaching in a virtual learning or independent study context.
- e. Schools and departments will conduct staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, or virtually.
- f. Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- g. Employees will submit to a temperature check and health/symptom screening questions upon arrival at work. (Employees are requested to screen themselves before leaving home.) Employees will wash or sanitize their hands after the screening and before beginning their work.
- h. Employees who have a temperature of more than 100° Fahrenheit that doesn't resolve within 30 minutes without medication or who do not pass the health screening questions will be directed to return home.
- i. Employees are directed not to come to work if they are sick.
- j. Employees will verify that they viewed a district-provided COVID-19 health and safety training.
- k. If an employee becomes ill during the work day, he or she is directed to notify a supervisor immediately and return home.
- l. Employees will be informed of the return-to-work process after becoming ill with COVID-19.
- m. Employees are directed to contact Human Resources for any questions or concerns related to

accommodations or leave policies.

SECTION 5: INTENSIFY CLEANING, DISINFECTION, AND VENTILATION

19. Drinking fountains will be disabled.

- Students will be asked to bring in reusable water bottles for use during the school day. They will take them home with them at the end of each school day.
- Drinking water will be available at water bottle filling stations.
- If a school site does not have a water bottle filling station, a hydration station will be supervised by a staff member who will refill the reusable water bottles for the students. The staff member will sanitize between refills, wear proper PPE, and ensure students are practicing proper social distancing.
- The hydration stations will be closed at all other times.
- Bottled water will be available at school sites for students who do not have a water bottle or have forgotten to get it refilled at a break.

20. Staff will [clean and disinfect](#) frequently touched surfaces at school and on school buses at least daily.

- If a student or staff member leaves campus during the day due to illness, the custodian will disinfect the desk/work station of the student/employee as soon as it is safe to do so, unless the area can be sealed off from others.
- Custodian will clean lunch tables after each rotation.
- Custodian will clean restrooms after recess/breaks and lunch.
- Custodian will disinfect the health isolation area as needed.
- At the end of each school day, in addition to typical cleaning routines, custodial staff will use electrostatic sprayers to sanitize high-touch surfaces in classrooms, utilizing PurTabs sanitizing solution. Such surfaces include desks, chairs, door handles, sink handles, pencil sharpeners, and light switches.

21. School buses and district vans in use will be cleaned and sanitized daily. Buses will be immediately disinfected after transporting any individual who is exhibiting symptoms of COVID-19. Drivers will be provided with appropriate cleaning materials and disposable gloves to support disinfection of frequently touched surfaces during the day.

22. School principals and teachers should limit use and sharing of objects and equipment, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, students should be reminded to avoid touching their faces and to wash or sanitize their hands immediately after shared use.

23. The Maintenance and Operations department will choose disinfecting products approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list “N”](#) and follow product instructions.

- a. To [reduce the risk of asthma](#) and other health effects related to disinfecting, the M&O department will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- b. Avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.

- c. Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
- d. Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
- e. Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

For the 2020-21 school year, the M&O Department is using the following cleaning products: Citra-Cide, Lemon Quat Disinfectant, Original Krud Kutter, Manitex Industrial Strength Degreaser, Protexus Sprayers using PurTabs (effervescent tablets).

Similar products may be used if the listed products are unavailable.

- 24. Maintenance and Operations staff will be trained in August to ensure safe and correct application of disinfectant and to keep products away from students.
- 25. Maintenance and Operations staff will ensure proper ventilation during cleaning and disinfecting. They will introduce fresh outdoor air, as much as possible, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in the greatest amount of outside air practicable. M&O staff will check and replace air filters and filtration systems on a regular basis to ensure optimal air quality.
- 26. The school district shall ensure all HVAC systems operate on the mode which delivers the most fresh-air changes per hour and open outdoor air dampers as high as possible that indoor and outdoor conditions safely permit. Air filters shall be MERV-13 or higher and changed at manufacturer recommended intervals for the 2020-2021 school year.
- 27. The Maintenance and Operations Department will [take steps](#) to ensure that all water systems and features are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

SECTION 6: IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

28. During arrival and departure

- a. To the greatest extent possible students will be spaced apart on buses. Windows will be opened for increased air flow, weather permitting.
- b. The transportation department will ensure each bus is equipped with extra unused face coverings on

school buses for students who may have inadvertently failed to bring one.

- c. During the drop-off process in the morning, parents will be asked to remain in their vehicles while staff conducts health screenings of their children at the car. Signage and marking will be used to implement physical distancing as students enter the campus after screening.
- d. Staff will be instructed to maintain physical distancing during the arrival screening process, as well as be instructed not to congregate in work rooms and lounges during arrival/departure and at any other time of the day.
- e. Sites will designate routes for entry and exit, using as many entrances as feasible. At site discretion, principals may put in place other protocols to limit direct contact with others as much as practicable.
- f. All sites and district facilities will implement health screenings of students and staff upon arrival at school. The process is described in Section 9 below.

29. Classroom spaces

- a. Classroom capacity will be set to allow for six feet of physical distancing between students, which allows for 16 students in a classroom. This will be accomplished by instituting a hybrid-style instructional model in which only half the students are on campus at any one time.
- b. Breakfast in the classroom at Pauma School will be “grab-and-go” style
- c. Students will be allowed to bring backpacks and lunches from home. Limited to necessary supplies.
- d. Small-group instruction may only occur if the 6-foot physical distancing is possible (no small-group instruction around a “table.”)
- e. Students will stay in their assigned classroom whenever possible. Student movement from location to location will be limited.
- f. Students will not visit the library or other optional labs.
- g. Assembly gatherings are suspended until further notice.
- h. Physical field trips are suspended until further notice (does not apply to “virtual” field trips)
- i. Class parties are suspended until further notice.
- j. Locker rooms are closed to physical education classes.
- k. Activities where there is increased likelihood for transmission from contaminated exhaled droplets, such as playing wind instruments in band and choir practice and performances, are not permitted.
- l. Principals will work with teachers to implement procedures for turning in assignments to minimize contact.

30. Non-classroom spaces

- a. Frequent opportunities for outdoor learning will be encouraged, weather-permitting.
- b. Students in TK-5 will engage in structured recess activities maintaining social distancing.
- c. Use of shared recess equipment (swings, slides, balls, etc.) will be allowed when practicable, and students will be instructed to wash or sanitize their hands immediately after shared use.
- d. Students at the secondary level (grades 6-12) will practice social distancing during nutrition breaks.
- e. Second-chance breakfast will be “grab-and-go” style to help with social distancing and minimize time in lines
- f. Students will wash or sanitize hands before and after eating meals.
- g. When practicable, staggered lunch arrival times will be scheduled to assist with social distancing. If not practicable, sites will develop plans to have multiple pick-up locations to assist with social distancing.
- h. TK-5 students will be escorted to the lunch area. Secondary students will be instructed to maintain social distancing while proceeding to lunch.
- i. Students will eat at designated eating areas that allow for social distancing. Lunch tables will be available with limited seating to accommodate social distancing; students may spread throughout the playground area for eating.
- j. TK-5 teachers will pick up students from a specific class’s designated lunch area

31. Physical education, sports, and extracurricular activities

- a. Outdoor and indoor sporting events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted at this time.
- b. Youth sports and physical education are permitted only when the following can be maintained: (1) physical distancing of at least six feet; and (2) a stable cohort, such as a class, that limits the risks of transmission (see [CDC Guidance on Schools and Cohorting](#)). Activities should take place outside to the maximum extent practicable.
- c. For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and ONLY where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only when gyms and fitness centers are allowed to operate indoors in San Diego County.
- d. Avoid equipment sharing in gyms, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- e. Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes. Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.
- f. The school sites should provide information to parents or guardians regarding this and related guidance, along with the safety measures that will be in place in these settings with which parents or guardians must comply.
- g. Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as playing wind instruments in band and choir practice and performances are not permitted until the California Department of Public Health changes its guidance to allow such activities.

SECTION 7: LIMIT SHARING

32. Principals will work with teachers to keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Ensure belongings are taken home each day to be cleaned.
33. Principals will work with teachers to ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
34. Principals will work with teachers to develop lesson plans that avoid sharing electronic devices, clothing, toys, books, and other games or learning aids as much as practicable. Where sharing occurs, clean and disinfect between uses.

SECTION 8: TRAIN ALL STAFF

35. The school district will train all staff in the following safety actions:

- a. Enhanced sanitation practices
- b. Physical distancing guidelines and their importance
- c. [Proper use, removal, and washing of face coverings](#)
- d. Screening practices
- e. How COVID-19 is spread
- f. COVID-19 specific [symptom](#) identification
- g. Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
- h. For employees, COVID-19 specific [symptom](#) identification and when to seek medical attention
- i. The procedures to follow when children or adults become sick at school.
- j. The procedures to protect workers from COVID-19 illness.

36. The training in COVID-19 prevention and safety will be provided to employees as a mandated task in TalentEd. The school district will also make available related courses through the JPA Learning Library. The district will strive to provide professional development and training in a virtual format when practicable. If training must occur in person, physical distancing and other safety protocols will be implemented.

SECTION 9: CHECK FOR SIGNS AND SYMPTOMS

37. As a means to prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk, staff will follow Board Policy 5145.3 and Administrative Regulation 5145.3 – Nondiscrimination/Harassment.

38. The school district will actively encourage staff and students who are sick or who have recently had close contact (within six feet for 15 minutes or more) with a person with COVID-19 to stay home, according to the protocols of the county's COVID-19 Symptom Decision Tree. The health and safety training mandated for all employees instructs them to stay home when sick, and Human Resources will inform employees of the various options for sick leave related to COVID-19. School principals will inform families of the need to keep sick children home and of the options they have to make up missed work due to absences.

39. The school district will implement screening procedures for all staff and students entering the facility.

Students

Parents will be encouraged to screen their own children before leaving the home. A student with symptoms or a temperature higher than 100°F must stay home.

Vehicle Drop-Off Procedures:

- Staff will conduct mandated health screenings at the car.
- Depending on the school site, students may be given stickers that indicate they have passed the health screening. Students who do not pass the health screening will be directed to return home with their parents.
- Students will be directed to the designated entry point
- Students will be directed to wash or sanitize hands at a station located in front of the entry point. Physical distancing will be delineated.
- Students who don't have their own face covering will be provided one.
- Students will be directed to designated areas on the playground or quad for supervision.

Bus Loading and Arrival Procedures:

- Bus riders will undergo mandated health screenings as they board the bus.
- Parents must not leave the bus stop until their student has passed the health screening. If a student does not pass the health screening, the student should return home with his/her parents. If a parent has left the bus stop, the driver will call dispatch to contact the parents to return. If the parent cannot be reached, the driver will isolate the student in the front of the bus and proceed to school, and the dispatcher will inform the school administration to meet the student.
- Students who don't have their own face covering will be provided one by the bus driver.
- Students will board the bus by filling in the back seats first and moving forward or other optimal procedure as directed by the bus driver. The district may limit the number of students on bus routes to implement some level of physical distancing.
- Weather permitting, bus windows will remain open while driving.
- Buses will have their own designated arrival points at school, and bus students will enter through their own designated gate.
- Students will be directed to wash or sanitize hands at a station located at the entry point. Physical distancing will be delineated.
- Students will be directed to designated areas on the playground or quad for supervision.

K-8 Walkers:

- Until further notice, students will not be permitted to walk to school without a parent or guardian.
- Should any student arrive on foot with a parent or guardian, they should be directed to the vehicle drop-off area for health screening.

VCHS/Oak Glen Walkers and Students Who Drive Themselves to School:

- After parking the car, students should proceed (while maintaining six-foot distancing from others) to a designated entry point at the gym or at a designated entry point at the upper campus. Students are not permitted to congregate or socialize in the parking lots.
- To reduce confusion and congestion, the entry point for walkers and drivers should be separate from the parent drop-off entry point and the bus arrival entry point.
- Students may be given stickers that indicate he or she has passed the mandated health screening.
- Students who do not pass the health screening will be directed to a designated area to call parents and request an off-campus pass in order to drive or walk themselves back home.
- Students will be directed to wash or sanitize hands at a station located in front of the entry point. Physical distancing will be delineated.
- Students who don't have their own face covering will be provided one.
- Students will be directed to designated areas on the playground or quad for supervision.

Staff

Employees should screen themselves before leaving their homes. An employee with a temperature higher than 100°F will not be allowed to enter a school campus.

- Employees will report to a designated staff entry point within a designated window of time.

- A staff person will conduct mandated health screenings at the entry point.
- Employees who do not pass the screening will not enter the campus but return home.
- Employees will be directed to wash or sanitize hands at a station at the entry point.
- Staff must wear face coverings while at work. Employees who do not have their own face covering will be provided one upon request.
- Employees who arrive to work after the designated window of time will report to the school's LVN for health-screening procedures.
- Itinerant staff who visit multiple district sites per day should go through the health screening at their first site of the day. If they pass the screen, they will be given a dated sticker to wear throughout the day that will give them clearance at any site.

Parents and Other Visitors

- Parents or responsible adults who bring their children to school are required to remain with their child until the health screening is complete.
- The parent or responsible adult will be required to take the child home if he or she shows symptoms during the health screening.
- Parents must remain in vehicles, unless they accompanied their student on a walk to school.
- Parents will not be allowed to remain on campus following the student health screening.
- Any non-student, non-employee visitor who must enter campus for essential business or for student pick-up will be subject to health screening and standard check-in procedures through the front office.
- Parents who are picking up sick children will call the office upon arrival and students will be escorted to the parking lot.
- Itinerant staff who visit multiple sites during the day should display their health screening sticker.

40. Parents will be asked to pre-screen their children at home. District staff will conduct visual wellness checks of all students. When checking temperatures, staff will use no-touch thermometers. Please see #38 above for complete description of the process.

41. As part of the health screening process upon entry to a school site or district facility, a visual health screening will be conducted. In addition, the following questions may be asked as part of the symptom-check process:

- Do you or a member of your household have a fever?
- In the past 14 days, have you, or anyone in your household come into close contact (less than 6 feet for more than 15 minutes) with someone who has COVID-19?
- Do you feel ill? Does anyone in your household feel ill?
- Do you, or a member of your household have . . .
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Fatigue
 - Muscle or body aches
 - Congestion or runny nose
 - Sore throat
 - Headache
 - New loss of taste or smell
 - Nausea
 - Vomiting (unidentified cause, unrelated to anxiety or eating)
 - Diarrhea

42. The school district has acquired bottles of hand sanitizer for every work office, gallon jugs with hand pumps of hand sanitizer for all classrooms, touchless hand-sanitizer dispensers for entry locations on school campuses, and dispensers for school buses. Sinks for hand washing are available in every restroom and many classrooms, and additional portable hand-washing stations will be deployed at school sites for additional use.
43. The District Nurse will document/track incidents of possible exposure and notify local health officials, staff, and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#). As noted in Section 11 below, the District Nurse will serve a coordinating role to ensure prompt and responsible notification.
44. If a student is exhibiting symptoms of COVID-19, the school's health clerk will communicate with the parent/caregiver and refer to the student's health history form and/or emergency card. Students will remain in the school site's isolation area while waiting for parent/caregiver to come to the school site to take the student home. Staff will escort the student to the parent in the parking lot to minimize visitors in the office.
45. Staff will be checked for COVID-19 symptoms upon arrival, and employees will self-monitor throughout the day, letting their supervisors know if they have developed symptoms. Teachers will monitor their own students for signs of illness and send any student exhibiting symptoms to the health clerk for a symptom check. Students and staff with a fever more than 100 degrees (per San Diego County public health order), cough, or other COVID-19 symptoms will be sent home.
46. The school district will work with its labor groups to negotiate memoranda that ensure appropriate leave policies for employees. To encourage students to stay home when ill, schools will not penalize students for missing class, as well as give students ample opportunities to make up missed work without penalty.

SECTION 10: PLAN FOR WHEN A STAFF MEMBER, CHILD, OR VISITOR BECOMES SICK

47. Each school site has identified an isolation room or area to separate anyone who exhibits symptoms of COVID-19. These isolation areas are separate from the main health office. The isolation room/area will be disinfected after use by custodial staff.
48. Students or staff exhibiting symptoms will immediately be required to wear a face covering and be required to wait in the isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
49. The school's health clerk will call the parents/caregivers to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:

- a. Fever
- b. Cough
- c. Shortness of breath or difficulty breathing
- d. Chills
- e. Repeated shaking with chills
- f. Fatigue
- g. Muscle pain
- h. Headache
- i. Sore throat
- j. Congestion or runny nose
- k. Nausea or vomiting
- l. Diarrhea
- m. New loss of taste or smell

Parents will be asked to call the school office upon their arrival at school. School personnel will escort the student to the parent's car, maintaining a minimum of six-feet physical distancing.

- 50. In the case of serious injury or illness, the health clerk or other school personnel will call 9-1-1 without delay. Medical attention will be sought if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
- 51. The District Nurse will notify local health officials immediately of any positive case of COVID-19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).
- 52. School sites will close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and will not use again before cleaning and disinfection. To reduce risk of exposure, the district's typical standard is to wait 24 hours before custodial staff cleans and disinfects. If it is not possible to wait 24 hours, staff will wait as long as practicable. Staff will ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Staff has been instructed to keep disinfectant products away from students.
- 53. The school district will utilize the [San Diego County Office of Education's "Fever/COVID-19 Symptom Decision Tree"](#) to determine when sick staff members and students may return to school. The "Decision Tree" is based on CDC criteria, and the general guidance is that an individual should not return unless he or she has had no fever for at least 72 hours (without meds), that symptoms have been improving, and it has been at least 10 days since the symptoms first appeared.
- 54. The school district will ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- 55. The school district understands the need for schools to offer distance learning based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as "at-risk" by the parents or guardian, are students whose

circumstances merit offering distance learning. To that end, the school district is offering three distance-learning options for the 2020-21 school year—a virtual learning environment (daily interaction with a teacher online), the traditional independent-study offerings through VC Prep, and a homeschooling option. All three options are described at the district’s website.

56. The school district will implement the necessary processes and protocols when a school has an outbreak, in accordance with CDPH guidelines. Specifically, the District Nurse will report confirmed and presumed cases of COVID-19 to the San Diego County Health Department. At the time of an outbreak, the school district will follow the directives and guidance of the county health department existing at that time in determining whether a classroom or an entire school may need to close in light of an outbreak. School site administration will immediately inform parents and staff of any mandated closure.
57. The District Nurse and the school site administration will investigate the COVID-19 illness and exposures to determine if any work-related factors could have contributed to risk of infection. The school district will use any information derived from such investigation to update health and safety protocols as needed to prevent further cases.
58. As part of its efforts to update protocols as needed to prevent further cases, the school district will utilize resources such as the California Department of Public Health’s guidelines Responding to COVID-19 in the Workplace, which are incorporated into this guidance and contain detailed recommendations for establishing a plan to identify cases, communicating with workers and other exposed persons, and conducting and assisting with contact tracing. The school district will also rely on guidance from the San Diego County Public Health Department and the San Diego County Office of Education.

SECTION 11: MAINTAIN HEALTHY OPERATIONS

59. The school district will strive to maintain healthy operations.
 - a. The District Nurse will monitor the types of illnesses and symptoms among students and staff to help isolate them promptly as needed.
 - b. The District Nurse will be responsible for responding to COVID-19 health concerns. Employees at school sites may address their concerns to the school’s health clerk or school principal who will maintain regular contact with the District Nurse. The District Nurse will coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
 - c. The school district will use its Blackboard (“Parent Link”) communication system to notify staff and families of any exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
 - d. A plan for routine testing is being developed by the school district. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) has been proposed by the governor. The school district will implement any routine testing program as directed by the California Department of Education when it becomes available.

60. Students who have symptoms of COVID-19, or have been exposed to someone with COVID 19 should be tested, even if the student is asymptomatic.
- a. Student will be sent home if not already quarantined
 - b. Student will be advised to undergo testing through:
 1. Their healthcare provider, or
 2. Free COVID-19 Testing Sites in San Diego County
 - c. The SDCOE Symptom Decision Tree will be used to determine when a student may return to school. Generally, a student may return after (a) 24 hours without fever (no meds) and (b) symptoms are improving AND (c) at least 10 days from symptom onset or test date. In the case of a negative COVID-19 test, student may return 72 hours after symptoms resolve.
 - d. School-based close contacts (students and staff) will be identified and instructed to test and quarantine for 14 days
 1. In stable elementary classroom cohorts: entire cohort
 2. In other settings: use seating chart, consult with teacher/staff
 - e. Public Health Department will be notified

61. Staff members who have symptoms of Coronavirus Disease 2019, or have been exposed to someone with Coronavirus Disease 2019 will be tested, even if the individual is asymptomatic.
- a. Staff member will be sent home if not already quarantined
 - b. Individual will be directed to undergo testing through:
 1. Their healthcare provider, or
 2. Free COVID-19 Testing Sites in San Diego County
 3. County of San Diego Sites for referral of asymptomatic testing
 - c. The SDCOE Symptom Decision Tree will be used to determine when a staff member may return to school. Generally, a staff member may return after (a) 24 hours without fever (no meds) and (b) symptoms are improving AND (c) at least 10 days from symptom onset or test date. In the case of a negative COVID-19 test, the staff member may return 72 hours after symptoms resolve.
 - d. School-based close contacts (staff and students) will be identified and instructed to test and quarantine for 14 days
 1. In stable elementary classroom cohorts: entire cohort
 2. In other settings: use seating chart, consult with teacher/staff
 - e. Public Health Department will be notified

62. Triggers for Switching to Distance Learning

If one or more confirmed Covid-19 cases at the school site:

- Students and staff in any affected cohort may switch to distance learning for 14 days after consultation with the San Diego County Public Health Department for guidance.
- School leadership will communicate directly with affected students and staff through email or telephone
- Possible shut down of entire school if multiple cohorts are affected, with school leadership communicating with school community through social media, prior to any closings, and with any updates prior to re-openings

If there are confirmed Covid-19 cases at multiple school sites in the district, then continuation of measures from above, plus:

- District leadership may possibly close multiple school sites, or entire district as determined by community health needs in consultation with the San Diego County Public Health Department
- District leadership will communicate directly with the community, prior to any closings, and with any updates prior to re-openings

SECTION 12: CONSIDERATIONS FOR REOPENING AND PARTIAL OR TOTAL CLOSURES

63. The Superintendent and/or Chief Business Officer will check state and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly. The Superintendent maintains close contact with the Superintendent of the San Diego County Office of Education, who provides regular updates about state and local orders. The Superintendent and/or Chief Business Officer also monitor the weekly briefings for the K-12 educational sector delivered by the San Diego County Health and Human Services Agency. The school district also abides by any orders given by the San Diego County Public Health Department.
64. When a student, teacher, or staff member tests positive for COVID-19 and had exposed others at the school, the school district will refer to the CDPH Framework for K-12 Schools, and implement the following steps:
- In consultation with the San Diego County Public Health Department, the Superintendent may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the county public health officer.
 - The school site will close off the classroom or office where the patient was based and will not use these areas until after cleaning and disinfection. Ideally, staff should wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, staff will wait as long as possible.
 - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
 - The school district will use its Blackboard system to communicate about exposure at school and potential school closures to include outreach to students, parents, teachers, staff, and the community.
 - The Human Resources Department will coordinate information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that Order is in effect.
 - The school district will use its means of communication (website, signage, social media, etc.) to provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - The Educational Services Department will develop a learning continuity plan. In addition to instructional services, the plan will consider how to continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - The District Nurse and/or the Superintendent will maintain regular communication with the county public health department.

The following signatures attests that the information provided above is true and correct.

Signature: _____

Ron McCowan, Superintendent

Date: _____



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|-------------------------------|---------------------------------------|
| Valley Center-Pauma Unified School District | Ron McCowan Superintendent | mccowan.ro@vcpusd.org 760-749-0464 |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In March, 2020, the immediate change that VCPUSD made to a single educational environment offering, distance learning. The Superintendent immediately sent out communications to teachers, staff and community of the need to stay home and that the district would deliver high quality instruction and engagement through devices and available platforms. The district immediately implemented curriculum and instruction through Google Classroom, Powerschool, and Class Dojo, for the most part. Teachers worked diligently to adjust and deliver curriculum to meet students in accessible ways and continued to do so in August, 2020, through Google Classroom. Fortunately, the district has a 1:1 technology program in place for grades 3-12; and, increased device access to TK-2 students, as it was not available when the district closed in March. The district took the time to assess device availability and built a refresh plan for the upcoming years, including using the flexibility of funds afforded through various grants and federal funds.

A critical aspect of school is the collaborative nature of learning and connecting through relationships. Tools like Zoom and Google Meet quickly became a means to connect. In these virtual classrooms, students could see their friends, teachers could provide lessons or deliver lessons via YouTube, and provide feedback; and parents became part of the learning process. Given that all students could not access these applications, teachers went above and beyond to connect by using email, phone, Facetime, etc. Even at these great efforts, two way communication with 100% of our families was not attained.

The biggest concern is the learning gap and the mental well being that will be evident with many of our students. While our parents partnered with us, many needed time to transition themselves to the curriculum and learning platforms in order to support their child/ren. That is still the case as the opening of the 2020 school year. And, there is concern about the social emotional health of some students impacting their overall health and ability to engage in rigorous learning. Knowing that there would be concerns throughout the community regarding the return to in person learning model, the district provided parents the choice of virtual, hybrid, and independent study learning environments. Adapting to the educational benefits of each of the learning environments is the crux of this LCP, ensuring that each student engages with the state standards in a way that prepares each one for college and career.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

A series of surveys have been sent to our community, beginning with a survey to parents, asking them about their child's experiences in a distance learning environment. In addition, two surveys were sent to parents regarding Internet access and bus transportation needs. VCPUSD is a district that buses all students so assessing whether parents could partner with us in transporting their student/s to school was critical for planning purposes. A survey was also sent to teachers, asking them to assess the strengths of VCPUSD's distance learning environment and areas to strengthen.

In early July, Superintendent McCowan met with a group of parents from each school and a group of high school, middle school, and fifth grade students. In these meetings, he gathered data on what worked for them in our continuous learning cycle and what areas need attention to moving forward. In addition to this group meeting, and on a less formal basis throughout the summer, the school sites and administration fielded questions and noted data on concerns or suggestions from the community.

In virtual settings we continued to maintain planned meetings with the parent and community partners. Below is a listing of meetings that have been held virtually or surveys that have been pushed out (English and Spanish) to engage our stakeholders:

- Parent Input on Distance Learning Survey (July, English and Spanish, 405 Responses)
- Superintendent Meeting with Representative Parents and Students through Zoom (July)
- Staff input on Distance Learning (July, 117 Responses)
- Parent Transportation Needs Survey (July, English and Spanish, 725 Responses)
- Parent Opt-in Survey (August, 2200 responses; sent in mail to all households, posted on website, and sent to each household via ParentConnect in English/Spanish)
- Certificated Staff Survey on Professional Development (August, 115 Responses)
- Certificated Staff Request for Learning Environment Options (August)
- Parent Survey, Internet availability and service provider (August, 870 Responses)

[A description of the options provided for remote participation in public meetings and public hearings.]

Since March 13, 2020, all Board meetings have been held in a webinar format. Community members were all afforded the option to observe and/or listen to the meeting virtually. The community was invited to submit public comment by Noon on the day of the Board meeting via email. Webinar participation and public comment information was described in detail on every posted Board agenda and on the VCPUSD website. At the Board meeting, each of the submissions were read aloud by the Superintendent's designee. We held 6 special board meetings, in addition to the monthly meetings, whereby the public also had the opportunity to provide a public comment on agendized items. The July 14 meeting was dedicated solely to public input on the following prompt: What concerns do you have as we reopen the school year, ensuring the health and safety of our students and staff? During the meeting, 131 public comments were read aloud and the district brought the concerns into school reopening planning.

District and site parent/community meetings for SSC, ELAC, DELAC, Migrant, and Title VI were held, as they were scheduled in the 2019-2020 school year. All of these meetings were held in a webinar model that allowed parents/community to participate via Zoom Link or phone. Participants participated in a live fashion in all of these meetings.

[A summary of the feedback provided by specific stakeholder groups.]

The following is a summary of the survey results from those listed in the first question of this section:

Parent Input on Distance Learning: Top areas of Strength fall into Communication, Technology, and Instruction. Parents highlighted the communication from teachers, sites, and the district kept them informed on learning continuity during the pandemic. In the area of Technology, which is noted later as an area of growth, focused on having a device so that students can connect with teachers through Zoom/Google Meet/etc., using apps to supplement instruction, and having familiarity already with the platforms their teacher was using. The third area covers instruction, which is also seen as an area of growth. Our students had teachers that were organized, available, and engaging in their content. Teachers exercised flexibility and understanding, allowing students to turn in work and being available for support. In addition, some parents noted the organized paper packet process. Top areas for growth include the following three areas, Technology, Instruction, and Grading. The concerns parents brought up for technology focused on the use of a consistent platform throughout the district, Internet availability due to device use, and newer/better devices. In the area of Instruction, parents have indicated a desire to have more synchronous learning between the teacher and their child, clear expectations of standards aligned content and practice in asynchronous learning, and to provide a clear grading policy.

Staff Input Distance Learning: The strengths illuminated by teachers echo in similar areas and efforts that the parents described. Communication came out as a strength, like the parents, from teacher, site, and district. In the instruction arena, providing packets for students, using a variety of platforms, and working collaboratively with colleagues was common. Providing technology to all our students and staff allowed for flexibility and support in the online classroom. Areas of focus include ensuring students have Internet access and that we provide devices for all students, TK-2. VCPUSD a 1:1 in grades 3-12. For the instructional areas, ensuring there is professional development in engagement of students, assessment, intervention and a more consistent plan for delivery of instruction and platform.

Superintendent Meeting with Representative Parents and Students: All levels of students noted flexibility and pacing of their assignments, including their chance to sleep in. In the instruction and engagement side, what came out as themes were ensuring they had more interaction with teachers on Zoom or Google Meet (or other connection apps). The parents echoed this and shared that not all teachers engaged with their students and recommend that we increase the use of Zoom/Google meet as we open this year. Middle school and high school students noted that it took time for some teachers to get back to them or to get feedback. Both high school students and parents shared the importance of having routines, expectations, and consistency in online classrooms. Parents with students with IEP's suggest that communication is strengthened regarding services addressing the IEP.

Parent Transportation Survey: VCPUSD is a bussing district and as the expectations for health and safety were delineated, district teams gathered to put a plan together for safe bussing to school. From the survey, it showed that at least 30% need bussing to get to and from school.

Parent Opt-In Survey: Every household enrolled in VCPUSD received an Opt-in survey via email and through US Postal mail. Over two thousand responses were captured and resulted in about 25% of our students requesting either a Virtual Learning or Independent Study learning environment for the academic year. The remaining students are enrolled in the hybrid model, when we return to face to face school with social distancing. The district will be opening up virtually, with a first review date of September 25th, if the health and safety conditions allow it..

Certificated Staff Professional Development Survey: Teachers were asked to rank ten different areas of focus for professional development. The top five areas that came up were Strategies for Student Engagement in a virtual and a hybrid setting, Integration of Assessments into a virtual/hybrid setting, making the most of G Suite, Differentiation, and Establishing Community/Classroom Culture virtually.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

One of the outcomes of multiple surveys is to provide families and staff a learning option that best met their needs. The community received an Opt-in form with choice of Hybrid, Virtual (all year) or Independent Study. Roughly 25% of our students requested Virtual or Independent Study as their learning option for the 2020-2021 academic school year. Teachers were also provided the opportunity to request a specific learning environment, The intention is to be able to accommodate as many requests as possible.

The community, focus group, and teacher input has framed the reopening in the following ways:

- A district teacher committee lead the efforts in developing hybrid and virtual learning sample schedules for TK-5 and 6-12. These became the foundation for fine tuning district schedules.
- The district scheduled students into learning environments requested by parents, as space permitted with staffing
- Teachers scheduled into their requested teaching and learning environments, as best as possible.
- Students and families accessing a single platform, districtwide, Google Classroom.
- Internet connectivity will increase and be available to identified students that have been challenged to connect. This will be done via hotspots and other infrastructure that is being reviewed for implementation.
- Staff development, lead by a district committee of teachers, will launch a teacher lead and choice PD day before school starts in order to support engaging virtual classrooms. (See areas above.) This staff development focus will continue throughout the school year in

support of continuous engagement, assessment, differentiation, social emotional attention, and use of tools in our platform.

- Bussing will be provided, to the extent possible, to all students that will require it for transportation to and from school.
- District procedures and protocols have been developed for the safety and health of all students and staff (health question check, hand washing, desk distancing, etc.)

The systems developed during this opening of school have asked everyone to flex options and solutions to ensure we are meeting, to the best of our ability, the needs and concerns of the community. In addition, we have been working in collaboration and in consultation with union leadership, principals, and site/district teams to develop instructional schedules and delivery, health and safety protocols, bussing schedules, and any changes in workflow that may occur. Gathering input will be an ongoing process as we move through a continuous improvement cycle, for student achievement while empowering lifelong learners and the well being of students and staff.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

For the 2020-2021 school year, the in person instruction will be delivered in a Hybrid elementary and secondary model, maximizing in person class size at 16, for the health and safety for all students and staff. All hybrid classes, before split into two groups, are filled to 32 students per class with the exception of TK-3 which remains at a school wide average of 24.5 students. At the elementary level, a self contained class, the students will be split into two groups, blue and green. One group, blue, will meet with the teacher, in person, on Tuesday and Thursday, and will be engaged in asynchronous learning on Monday, Wednesday, and Friday. The green group will meet with the teacher on Wednesday and Friday, with asynchronous learning on Monday, Tuesday and Thursday. Teachers will provide immediate feedback on asynchronous work to mitigate falling behind in standards. In addition, during asynchronous days, teachers may assign specific assignments to continue to strengthen skills and concepts a particular teacher may miss or connect them with an aide for small group instruction.

At the secondary level, students will be moving from a six period day to block days, odd and even periods, with all students meeting synchronously with teachers online, every Monday and on days described above, given their group cohort of Blue or Green. In further detail, the Blue Cohort schedule will be as follows: Asynchronous Monday, Synchronous for 1/2 of period 1, 3, & 5 on Tuesday and the other 1/2, the Green Cohort, of these exact periods will have synchronous learning on Thursday. When not in synchronous learning, students will be at home in asynchronous learning. Due to the logistics of this model each student will see their teacher, in person, once a week and will be working asynchronously on classroom assignments and tasks each day for immediate feedback from teacher so the student does not fall behind. Like the elementary, teachers may assign specific assignments or tasks to specific students to strengthen skills and concepts and/or hold small group instruction each week.

In order to mitigate learning loss, lead teachers at the elementary level identified essential standards missed from the last quarter of the 2019-2020 school year. Throughout this year, planning and pacing will take place to ensure these standards are integrated into the current grade level standards. This integration will mitigate any future learning loss. The identification of essential standards at the secondary level is

work that is forthcoming in the core subjects of mathematics and English Language Arts. Within the class period/day, teachers will be working with students in small groups, shoring up gaps real in time so the student/s do not fall behind. Asynchronous work the next day, when turned in, will serve not only as an extension or deepening of the content but will also include assignments that will provide feedback to the teacher for immediate attention. The cycle of turning in work by half the class at a time will provide the teacher the opportunity to assess each class and adjust teaching and learning, both synchronously and asynchronously, immediately. In addition, teachers can assign individual apps for practice or videos that will help close the gap during asynchronous learning (differentiation of homework/assignments). Time throughout the asynchronous time will afford students the opportunity to work with tutors, Education Centers and during teacher office hours/availability.

Students in Mod/Severe special education classes, transition class, newcomers and English Learner students may be afforded more in-person contact with their teachers, attending additional days, as possible. These days may be described in their IEP, in order to mitigate any learning loss from last year and what might occur in the current hybrid plan. This will all be addressed on a case by case basis, working collaboratively with the student's teacher.

The safety and health of our students and staff is also a top priority. The district will follow the guidelines and expectations of the San Diego County Office of Education, County of San Diego Public Health Department, and the California Department of Public Health. Social distancing of six feet from one another and all persons wearing masks (one will be provided, if needed) will be enforced. Employees may not congregate and entry into school offices is regulated to limit the number of people entering the building. Markings will be placed to regulate distancing. Public facing office work areas are protected with plexiglass that is cleaned regularly.

Sanitation Protocols: Employees are encouraged to keep their own desks or workstations clean and sanitized. Maintenance and Operations staff will clean and sanitize office areas with EPA approved sanitizers or disinfectants daily, and restrooms and kitchens/food preparation areas will be cleaned and disinfected on a regular and daily basis. Employees have access to sinks with soap and water for hand washing and hand sanitizer is readily available.

Employees and students are not to come to school if they are sick. Should an employee become sick at school, the employee will be sent home. A student who becomes sick at school will be moved to a quarantine area and the parent will be contacted immediately for pick up. The school will follow up on the reason for the sickness and may ask the student to stay home and quarantine, if necessary.

The district is in the process of developing, collaboratively with our union leadership, a Re-Opening Plan 2, moving into Hybrid learning.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Additional FTE's districtwide to accommodate a class size of 32 for the hybrid model; safety of student and staff health | \$730,000 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety, and disinfecting | \$150,000 | No |
| Hire additional School Health Technician (LVN) to support the health and safety of students | \$60,000 | No |

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

VCPUSD provided parents the choice to select a fully virtual setting as well as a hybrid that provides for both in synchronous and asynchronous learning, for each child in the household. The Board adopted core curriculum in all learning environments, including Independent Study, will be implemented for all students. In addition, all supplementary resources available to students, as well as resources for parents, are posted on VCPUSD's website. Before school resumed on August 25, all students received a device, consumable materials or books, and school supplies (elementary only) to set up at home, in preparation for distance learning. In addition, the whole district will be hosting all classes on Google Classroom and some will attach Powerschool as an additional LMS, serving as a repository for learning resources.

Students at the TK-8 level were provided an iPad and high school students, a Chromebook. The district continues to identify students that are Internet challenged and continues to address it with hotspots and working with local providers to strengthen current infrastructure for increased access. More in the next section.

In distance learning, students at the elementary level connect with their teachers each day of the week, with a shortened synchronous day on Monday. A block of time has been designated district wide for Math and ELA, with intervention time built into each content block. The core curriculum for ELA is Benchmark, which integrates social studies standards aligned lessons, and Eureka for mathematics. ELD will be intentional, designated and integrated, in the lessons for students, a minimum of 10% of the instructional day. In addition, Benchmark and Eureka have provided distance learning lessons to support differentiation in both synchronous and asynchronous learning. Mystery Science will be integrated into the curriculum and social studies curriculum will also supplemented with other resources. Core curriculum is available online for all students which includes digital support resources for parents.

As the elementary sites transition to hybrid, virtual and hybrid teachers will continue to meet and work collaboratively as teams. Part of the collaboration will include horizontal articulation will include vertical articulation a couple of times throughout the year to ensure closing the gap of any learning loss that may have occurred last school year and in the current year. On the student side, hybrid teachers will be in face to face contact with half their class, two times a week. The other days, students will be engaged in asynchronous learning, with designated time built into the teachers synchronous schedule for students/parents to connect with the teacher for support. Students in a virtual classroom will meet with their students online all days of the week with the modification of Mondays, which is the same for all teachers, district wide.

Mondays, for both hybrid and virtual teachers, district wide, is reserved for online connection with students for the first 2 hours of the day and asynchronous deep curriculum dives, practice, and extensions for the rest of the day. During this asynchronous time, small group instruction, individualized instruction, SEL connections, club and extra/co-curricular activities and ongoing support, like connections with counselors or tutors, will be afforded to students to ensure students do not broaden gaps in learning.

At the secondary level, students on Monday will engage with all 6 teachers for the first two hours of the day, then move into asynchronous learning as described in the previous paragraph. For the rest of the week, students will be on an odd-even schedule, meaning periods 1-3-5 will meet for two days of the week and 2-4-6 will meet the other two days of the week. Until September 25, the first check in for in person (hybrid) learning, all students will meet virtually with their teachers in the odd-even schedule. At the determined "safe" return to school, students will "meet" with their teachers once a week in person and the other part of the week, will engage in asynchronous learning. Again, as described in the previous paragraph, all students will meet for a period of time and then engage in asynchronous learning the rest of the day.

All students at the secondary level will use adopted core resources and supplemental resources. The middle school is using Benchmark at the 6th grade and Study Sync for grades 7 and 8, English Language Arts. For mathematics, Eureka (Great Minds) is what is in place. Algebra students are engaged in CPM (College Preparatory Math), currently a pilot, as the core curriculum. All Algebra teachers went through a training with CPM that included online and self module model. In Spring 2021, the teachers will provide an assessment of the materials, considering the resource as the core curriculum. In order to address students that need additional support, the secondary schools have built in courses into the master schedules: Study Skills, ELD, Reading Intervention, FOCUS, Credit Recovery (Edgenuity), and two programs at the high school that address school spirit and SEL needs will also be integrated into the student experience. VCPUSD will continue to maintain, grow, and offer additional college, career, and workforce preparation opportunities to students through Career Technical Education (CTE) programs. CTE programs are being supported by online offerings facilitated by CTE teachers that meet standards and provide students access to industry skills and workplace related learning through programs that provide virtual industry aligned experiences and skills. As students move back to in person learning, CTE programs will address student progress for all student groups towards career and workforce preparation through a standards based assessment in all CTE courses, offering additional preparation for students who are completing a capstone experience towards an industry aligned certification.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

VCPUSD's goal is to connect synchronously and asynchronously with each student, in all learning formats. In order to accomplish this, district engaged in understanding the depth of the Internet issues within the district.

The district engaged in the following processes to gather needs of families throughout the district:

In the initial move to distance learning in March, teachers moved to different platforms, including Powerschool, Class Dojo, Google Classroom as the most used. During this time, teachers and administrators were gathering names of families that were not able to connect. Also at this time, devices were 1:1 in grades 3-12 only. During distance learning summer school (general education, ESY, and Migrant education), additional families with limited or no access were identified.

Most recent, an August survey was sent out to the community to ensure a comprehensive list of families were in hand. 870 surveys were returned and it helped to identify what providers work in which areas. As suspected, getting access in VCPUSD will require a multi-service provider plan.

Throughout the summer, exploration of resources to bring Internet access to VCPUSD became a key priority. The following actions were made to broaden the connectivity in the district:

- Working collaboratively with the San Diego County Office of Education to identify pathways to explore and create partnerships.
- Ongoing discussions have been going on throughout the summer with TVD (Tribal Village Digital), Education Center Leads, and Tribal Education Leaders to identify pathways for student access.
- Working with local wireless providers who use line-of-sight network technology (antennae and or dishes) to connect residences:

*Giga-Air

*Lightwave Broadband

*Lokket

*San Diego Broadband

*Valley Center Wireless

Several of these providers will coordinate with the district to determine who can best serve a family in a given area. In some cases these providers may request the assistance of property owners who have line of sight to the provider's facilities to allow relay equipment to be installed to serve their neighbors. In this way, clusters of connectivity may be established. For families living beyond the reach of the above providers the district is exploring the possibility of a contract with a satellite-based internet provider

Initial steps for connectivity are in the form of hotspots. The district has obtained hotspots from T-Mobile, Verizon through the County, and AT&T. To date, over 600 hotspots have been assigned and more hotspots are on the way in early September. Priority families for the hotspots include any families without Internet access. Those identified as most impacted are Title VI and Migrant Ed families. Title VI families may be able to use TDV services when available and cost effective. Once families with no connection have been served, those who need to improve their connection to support engagement will be provided a hotspot.

Devices were distributed to all students during registration and materials distribution days. Hotspots, in hand, were also checked out to households. TK-8 students are using iPads for their learning tool and students 9-12 are assigned Chromebooks.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Education Code Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities.

The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated employee, and ideally live contact with peers, even if live contact is not possible as part of daily instruction.

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees, including those other than teachers, and pupils or parents/guardians.

Teachers, through their expertise, will determine the average instructional minutes it will take to complete both synchronous lessons and complete asynchronous assignments as described on the Weekly Engagement plan that is submitted by the teacher each week. As described previously, synchronous instructional minutes will be documented with live interaction with the teacher. Asynchronous assignments will include going deeper with content in independent practice, projects or research, intervention groups, which means increased contact with teachers either through office hours or scheduled small group work with students. Upon completion of an asynchronous engagement with school personnel (teacher, aide, administrator, counselor, tutor), an assignment, or other connection will be coded in a common process and document. Infinite Campus is developing a common space to record the asynchronous learning. For now, each teacher is recording participation/engagement on local documents.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Ongoing staff development and support is important for all staff throughout their tenure as an educator and is part of the culture of the district. VCPUSD has structures in place that provide time for collaboration and staff development. This year, VCPUSD moved to a common format, Google Classroom, and teachers had the choice to set up their classrooms with PD On Demand, delivered to them to do on their own, or in a setting that was synchronous. Finding ways to provide staff development that meets the needs of staff members is critical in this learning environment.

During the summer, a team of teachers met to discuss the needs of teachers moving into a distance learning environment and wanted to revive a successful model run a couple of years ago. This year, VCPUSD launched a staff driven PD day called VCP-TUE (Valley Center Pauma Technology Use Educators) on an additional work day for teachers, albeit virtual. The beauty of this is that there are now recorded sessions of the presentations that teachers can access at any time for their own needs and growth. Additionally, professional development time has also been built into the Learning Schedule on Mondays and at least one Wednesday per month; there is a time specified for staff development for site and/or district content.

Informal, yet potentially impactful meetings, will be launching on various topics of interest to teachers around implementation of curriculum. For example, Benchmark, our core ELA resource, added "companion slides" to help support distance learning or In SYNC from Eureka (math resource) which includes videos and lessons to support both asynchronous and synchronous learning, will be rolled out in voluntary meetings. These PD voluntary meetings will be a gathering of those that will share and/or learn about practices and application. More formally, site grade level teams and departments meet regularly to align curriculum, discuss and/or develop common assessments, and data dialogues (PLC meetings) for improvement and intervention. At the elementary level, district team leads, over the summer, identified essential standards, from last year, that are critical to be implemented into the current year to ensure students are on grade level moving forward. This work is moving forward with discussions at sites and at the secondary, structures will be set up to engage in this same work for ELA and math at the secondary level.

The San Diego County Office of Education (SDCOE) has been an important partner in providing staff development resources, professional collaboration, and curriculum to be used in the district and in classrooms. This year, SDCOE will be working with us to continue the collaborative from last year on an academic improvement process for English Learners. The strength of the collaborative is that it is focused on all students. This rich resource has been a goldmine in our collaborative efforts to ensure access and rigor for our students. Additionally, district administrators attend SDCOE meetings regularly to bring leadership resources to the district.

In more specific terms, there is ongoing support of our teams in the following areas:

ELD (English Language Development) ongoing staff development:

All personnel working with English learners participate in the district staff development activities and are provided with professional development opportunities to acquire the specific competence needed to work with English learners. Staff development topics are:

- ELD Standards & Teaching Strategies: CA ELA Standards in tandem with ELDStandards
- Structured English Immersion Program Designs, SDAIE/ELD
- Dual Language Program-Two Way Bilingual Program Designs — English/Spanish

Bimonthly Dual Language PLC Teacher meeting are held to share/discuss effective practices in a distance learning environment and using curriculum virtually. These meetings will be held six times throughout the year: August, October, December, February, April, & June

Title VI (Native American) Aide staff development:

- * Monthly meetings with Title VI Aides to discuss needs, look at student data, and strategically implement practices to meet the needs of students.
- * Improving communication with families: serve as a liaison
- * PD provided to aides based on their needs to conduct their work: holding Zoom & Google Meet meetings, texting from their iPad and holding Facetime meetings with families.

Special Education staff development, baseline:

- *Quarterly meetings with Speech Pathologists
- *Quarterly meetings with School Psychologists and Counselors
- *Separate site meetings with SAI Teachers
- *Quarterly meetings with TPP/Department of Rehabilitation

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The district and classified union have come to an agreement that employees will expand some of their roles to contribute to a safe and healthy work and school environment and school operations. For example, bus drivers may make phone calls to students/families, with a script, to re-engage students back to online learning or read virtually to students or help with the grounds work. Office staff may assist with temperature checks and screening questions for staff upon arrival at the site. Campus security may be asked to support health and safety protocols or assist with office related tasks including Attendance support. It is clear that there is a team effort to support student learning in a safe environment. Many other classified positions will be asked to flex as the district navigates the expected protocols to ensure safety for all. VCPUSD is lucky to have employees that are committed to team VC.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

District wide, centralized resources for ELD Distance Learning is available to all staff. A shared folder is full of suggested activities and supports for integrated ELD and samples of designated ELD lessons using the district adopted curriculum for K-6 ELA. This resource was shared with grade level TK-5 teachers (what the resources are and how they can be implemented to support ELs). This resource will also be shared with secondary teachers. The district TOSA spends her time coaching with teachers, connecting with families to support their academic and other needs to navigate the system, and meets with administrators to support their leadership in meeting the needs of our students. For the most part in the K-8 level, EL students are in the Dual Language program, learning from and with a BCLAD teacher throughout their matriculation of becoming bilingual.

Students who are part of the Migrant Education program receive services through a partnership with SDCOE. Funding and services are specifically targeted to connect with migrant families to identify academic and socio-emotional needs through visits and phone calls. This past summer, a virtual summer school and tutoring program was tailored to meet the academic needs to close any gaps that may have resulted from being out of school last year. In addition, before and after school tutorial services is being explored.

In order to serve individual students with exceptional needs, the district has a myriad of supports in place to meet the needs indicated on individual IEP and 504 plans, in distance and hybrid learning:

- Services will be provided virtually, with support by the specialized academic instructor and related service providers
- Access to assistive technology per the IEP
- Telepathy for social-emotional support utilizing district counselors, psychologists, and DIS/ERMHS providers
- Behavior strategies will be provided virtually by staff
- GoogleMeet and Zoom to be used for IEP meetings and services
- All teachers have a Google Classroom as a platform to communicate with parents

As needs arise for Homeless students and pupils in Foster care, Student Support Services and the school site collaborate to ensure individual needs are met. The district also works with SDCOE to ensure the student's programs and needs are met seamlessly.

Regular Title VI as well as Ed Center Directors meetings have been in place to listen to the needs of our students, brainstorm strategies to implement, and assess the practice. Phone calls have been, and will be, made by Title VI aides to check on the well being of students as well as provide academic support. Both the meetings with the stakeholder groups and the Title VI Aides work will continue through the 2020/21 school year.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Replace Obsolete iPads to provide distance learning for students TK-8, and purchase additional iPads to extend district's 1:1 initiative to TK-2 | \$950,000 | No |
| Replace obsolete Chromebooks to provide distance learning at 9-12 | \$200,000 | No |
| Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students | \$100,000 | No |
| Provide hot spots to increase internet access to students during distance learning | \$140,000 | Yes |
| Update information systems infrastructure to improve network reliability during distance learning | \$100,000 | No |
| Provide online subscriptions and software to enable distance learning and remote management of meetings (e.g., Zoom, Little SIS, Board Docs, etc.) | \$50,000 | Yes |
| Provide extra day for teachers for the purpose of professional development and preparation for distance learning. Provide for workshops, PLC time, and other PD to strengthen instructional program in both virtual and hybrid environments. | \$180,000 | Yes |
| Additional FTE's to accommodate virtual classrooms | \$500,000 | Yes |
| Additional FTE's to accommodate extra Independent Study sections | \$410,000 | Yes |

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As we enter the school year, assessments will be administered to students, identifying the beginning level of reading and mathematics. This will be followed, throughout the year, with ongoing formative and summative assessments. The integration of formative assessments will occur in various ways: daily check in online to not only assess the students' readiness to learn but also to check in on how the student is grasping the content/concepts that were taught previously, daily/weekly standards aligned assignments that are assessed with immediate feedback to students, daily warm ups and exit tickets to assess student knowledge, and also weekly formative assessments. All of the aforementioned strategies provide the teacher with real time data and allows the teacher to intervene in small group instruction during designated times within the instructional schedule. For example, at the elementary level, all grade levels are administering common assessments in both English Language Arts and Mathematics, allowing for teams to review the data from their grade levels together within their PLC's and make adjustments to instruction. This practice can be observed with teams and departments throughout the district. Summative assessment data is also a critical point that will illuminate the current learning levels of students within standards. Again, using this data, teachers can work together and build in interventions that will reach our students, including specific strategies and supports for our pupils who are English Learners, low income, foster youth, and pupils with exceptional needs. In addition to our classroom assessments, Lexia licenses have been purchased for students at Pauma (whole school), fifty licenses at each elementary school, and licenses for all middle school students with special needs. This will provide ongoing data on the progression of students in their reading strategies and comprehension. This data allows the teacher to target very specific skills needed for students to move towards grade level standards. At the middle school, there is a reading intervention class, Achieve 3000. This class is targeted for middle school students who are 2 or more years below grade level in reading.

Other areas that will provide information on the beginning of year levels is last year's report cards and progress notices, SST notes, connections with the previous year's teacher, last year's ELPAC scores, and progress towards goals in IEP's. Gathering the whole picture of the student will help the teacher start a differentiating and monitoring process for each student. Taking all of this data, and creating a student profile, will provide a picture of an acceleration pathway for the student.

A guaranteed, focused time on core subject area standards is critical to close learning loss. This time should include flexible time for teachers to respond and focus on prerequisite skills and concepts missing in students so that the student isn't impacted moving forward. It will also be critical for standards differentiation to meet the student and build in scaffolds to bring the student to standards. (Please see responses in previous questions where this question was addressed.)

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For all students, teachers will engage in small group instruction and intervention throughout each day, ensuring students do not fall behind. Teachers will also hold office hours when they each will be available to students for academic support. Both formative and summative assessments will be used to group students who need additional support. For some students, extension assignments, to close the gap, will be assigned, as additional feedback to assess how learning loss is closing. Tutors from Americorps and the Education Centers will be utilized to match up students, at the secondary level, with additional support. A unique partnership that VCPUSD has is with California State University, San Marcos. Teacher candidates may be available to tutor and support students needing extra help in Language Arts and math with their master teacher. Should a student need any other resources, the school sites will put a plan together for a student to accelerate the learning process.

Another source of support is our Instructional Coaches. They not only support teachers on strategies to support English Learners, low-income, and foster youth, they will provide direct intervention to students through Lexia, a reading intervention program. At the middle school, teachers of students with special needs will be able to use Lexia with their students to continue to close the reading and comprehension gap.

In support of Title VI students, the district will continue to, throughout the year, hold Education Center meetings with their directors. Part of the meeting is to communicate district information and initiatives and the other part is to listen to the needs of students, creating and developing strategies to meet the needs. Phone calls and videoconferencing will continue throughout the year by Title VI aides, checking in on student well being and providing academic support. School sites and district work together with Education Centers and their center aides to monitor and support, both academically and socio-emotionally, students identified by Title VI.

Most English Learner students are currently enrolled in the Dual Language program. This is an asset for our students as learning gaps can be closed in the student's primary language, as they are mastering and closing the same gap in a second language. Careful monitoring will take place by the Student Study Team (SST) from each campus. Students belonging to these subgroups will receive additional support as follows: District Migrant and ELD TOSA will work with school leaders and teachers to provide activities and scaffolds needed to support the student, based on individual learning needs as identified by teacher or SST team. Office personnel as well as Migrant and other Special Projects staff will work with families supporting the process of applying for Free/Reduced Lunch application as well as having paper copies resources available and easily accessible for families without internet access. And, for students who are also EL and homeless, funding is allocated to provide educational supplies and additional reading books. In fact, this is afforded for all of our homeless students, as needed.

For pupils with exceptional needs, individualized plans will address the needs through the IEP process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Common assessments as well as teacher assessment of student growth and areas of needed growth will be the most important component to measure the effectiveness of the services and supports a student is accessing. Teachers will document and use anecdotal/qualitative professional assessments of how a student is working towards standards; the data will also be used to adjust instruction or provide additional external supports, for both academic and socio-emotional needs.

On the curricular side, formative assessments such as running records, AR/STAR, formative assessments found in Benchmark (TK-6 English Language Arts), Study Sync (7-8 English Language Arts), Eureka (TK-8 Math), found in our district adopted ELA and math curriculum. Lexia will be the main intervention for our learners that are 2 years below grade level in reading, TK-5, and with our students with Special Needs at the middle school. The secondary schools have intervention courses built into the master schedule. The measure of the success of the intervention courses is the grades that they will earn in the content of the intervention. At the alternative high school, Agile Mind for mathematics is the core math course so students will complete the Algebra requirement for graduation.

Identifying essential standards for current year as well as those for previous year from March to June, to support addressing the gaps as we address current grade level standards for TK-5th. This is ongoing work that will take place minimally at math and English Language Arts at the secondary level.

English Learners' progress toward meeting ELD standards and grade-level standards in the core subject areas is measured using Multiple Measures and reported through the district's Standards Based Accountability System. It is possible that some students will be unable to meet grade-level standards in academic content areas because of problems stemming from the following factors, among others:

- COVID Learning Loss
- Student's level of literacy in the primary language
- Consistency of placement in one program model
- Consistency of enrollment at one school site (district)
- Rate of absenteeism or amount of academic schooling
- Student's learning style and special needs

All of these factors will be taken into consideration when assessing how the student's academic growth is progressing. When limited growth is observed, students will receive additional or adapted interventions and support that enables them to overcome the academic deficits.

As students move back to in person learning at the high school level, CTE programs will address student progress for all student groups towards career and workforce preparation through a standards based assessment in all CTE courses, offering additional preparation for students who are completing a capstone experience towards an industry aligned certification. As indicated in the CA Dashboard College and Career measure, VCPUSD is using supplemental funding sources like the CTE Incentive Grant to support growth in the preparation of English Learners and socioeconomically disadvantaged students through increase enrollment in CTE course offerings and support towards completion of a CTE pathway sequence demonstrating career readiness.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Provide additional curriculum, materials, and licenses (e.g., Agile Mind; Edgenuity; AR/STAR; Lexia, MyOn with STAR/AR) | \$50,000 | Yes |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well being of all students has always been a focus for the staff in VCPUSD. District wide efforts to lift and deepen supports for students jump started in August, 2019 with a multi-day PBIS (Positive Behavior Interventions and Supports) Training for site teams (administrators and teachers) from every school site, including district level administrators. Since this time, sites have had teams that have developed and continue to strengthen universal systems of supports for our students. The training included practices to integrate positive social-emotional practices in the classroom. These practices will continue to be shared with colleagues throughout the year as we continue to focus on real time support for students.

Moving to distance learning, it became apparent that there is a need to continue to strengthen our own expertise in tending to the needs of our students. We had several staff attend the San Diego School Counselor Conference in March, 2020, where the focus of Understanding

Adverse Childhood Experiences was the theme of the breakouts. And again in April, VCPUSD counselors attended a 3 part webinar on COVID-19 & Mental Health addressing trauma-informed therapy.

The school year opening, August 25, provided an opportunity to continue the practices of support that we had since last March, along with putting into place the learnings we have obtained as a district also into our support for our students. Our counselors will continue to touch bases via videoconferencing, phone calls, or emails, for students that have already been students we support and any new referrals that come to the office by teachers as they are in classrooms. In addition, we will also include in our response and support systems any student self referrals or referrals made by parents. We currently have a half time counselor that serves each of our elementary schools, one at our middle school, and two at our comprehensive high school. Additional support for our schools as well as our continuation high school and our Independent Study students are possible with a successful partnership with Palomar Hospital for mental health services, allowing the district to reach a wider range of students in need. The counselors (social workers/counselors) provide 'site-based services'; designated instruction services (DIS); and educational related service (ERMHS). The DIS and ERMHS are available for students with an IEP and the need is determined by the IEP team and an assessment. The District also mentors and utilizes counseling interns and social workers, supervised by a site District Counselor, to assist with students gaining strategies in the areas of attendance, behavior, social emotional, and academics. The providers are actively engaged with families and students have ongoing communication using email, phone calls, and virtual meetings.

The year began with a staff development day with choice, with one session attended by many, on SEL resources for the distance learning classroom. It was presented by a counselor and psychologist to help teachers and staff identify social emotional concerns and provide support and resources for managing this during distance learning and beyond. The district will continue to tap on the local expertise to support our teachers in their classrooms, providing strategies for immediate intervention and next steps for students exhibiting needs that go beyond the classroom. Weekly school bulletins will continue to provide classroom teachers with tips and strategies to identify behaviors or concerns that need to be addressed, either in the classroom or via referral

VCPUSD will continue to provide a safe learning environment to allow students to learn, practice, and achieve goals, to feel and show empathy for others, establish and maintain positive relationships, understand and manage emotions, and to make responsible decisions. The students in VCPUSD, with the assistance of staff throughout the organization, will focus on the following five competencies:

- * self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- * self-management - managing emotions, controlling impulses, and setting goals
- * social awareness - the ability to see perspectives from others, showing empathy, and appreciating diversity
- * relationship skills - communication, cooperation, and conflict resolution
- * responsible decision making - understanding and thinking about the consequences of personal behavior

The District counselors, psychologists, and outside (contracted) mental health staff have provided continued care for students' mental health and have established specific site-based resources. Training was provided on July 29, August 18, and August 21 for the California SEL Roadshow-Reopening. Counselors and psychologists will also attend the October 8-10th training from CASC titled Revolution: Equity Disparities, and Mental Health. Professional Development in the area of social-emotional learning will be formal and informal as the lessons are embedded throughout regular lessons at all school sites. Social-Emotional resources and lessons will also be available and updated to parents which will include, but not limited to Trauma-Informed Practices, and other relevant practices. Staff will continue to receive training in

the appropriate areas of social-emotional learning that will assist them personally and professionally throughout the school year, and feedback will be collected to ensure their needs are being addressed.

The attendance process penned in the Education Trailer Bill of AB77, will also serve as an early warning sign for for students who are not attending or minimally attending. These students may need additional resources to support their attendance in school. This process will be described in detail in another section.

Supporting the mental health and social and emotional well being of our staff has also been a focus. In support of certificated employees, the district provided an opt in teaching environment, whereby, the employee's needs for a virtual teaching environment were strongly considered when staffing the year. The same opportunity is afforded to our classified staff, opting for remote work environments based on the employee's needs. Staff members who need further support, as communicated with the Human Resources by employee or an administrator, are addressed privately and referrals or accommodations are made, as required. For all employees, support through EASE (Employee Assistance Service for Education) provides mental health, and other services. The confidential EASE counselor or social worker can provide up to six counseling and problem solving services per occurrence.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Education Trailer bill for AB77 requires a catalytic response to student absences in distance learning. VCPUSD has been working on Chronic Absenteeism due to district and site dashboard data, taking the time to understand individual dynamics that may be contributing as well as challenges that are impeding attendance. Specifically for distance learning, staff have been connecting with families and students to re-engage them into the learning community.

Sites have had informal plans on monitoring and following up on students who are chronically absent. This has been allowed to personalize connections, to meet the specific needs for students. In distance learning, there is an additional challenge of students engaging in an electronic means - video conferencing, email, etc. The challenge that VCPUSD continues to have is the access to Internet. While over 600 hotspots have been checked out and other infrastructure is being explored for student access, there are still students who are not

connecting, yet. VCPUSD work in engaging students is twofold: Identifying students who need Internet access to engage and identifying students who are not engaging. The former will be addressed in another part of this plan.

VCPUSD will utilize a combination of electronic robocalls to parents as well as staff members reaching out, in a tiered response. The first tier, while in distance learning, includes any absence, day or period, a robocall to the parent to inform them that their student did not engage in the synchronous learning for the day. After two calls in a row, the attendance clerk, or whomever is responsible for attendance at the elementary, will make a personal call to confirm the absence and reason for it. If the student is able to re-engage, the process will end at this point. The site and district will continue to monitor students who have not engaged on a regular basis. Phone calls will be made directly to homes, confirming the reasons for absences and re-engaging them back into the learning process.

Should the absences continue, the student will move to a Tier 2 process. The counselor will be notified of the student that has 3 absences (or 60% absences) for the week and will begin to gather data from teachers. The counselor will gather data on the following: presence in any classes (at the secondary or time of day), demeanor of student while engaged, completion of work; information from teacher; information from front office, etc. The counselor, working collaboratively with the teacher/s and administration, will take this data and make a phone call to the parent, sharing the information collected and building a plan to re-engage the student back into school. The reasons for patterns of behavior in school attendance must be understood in order to make the adjustments for the student. Some adjustments may include differentiated assignments in classes, time to complete work, extra digital academic supports (apps, OER, etc.), tutoring availability, ASES Program support, Education Center support, etc., to ensure the success of the student. A mini plan with expectations will be laid out and agreed to by school and family. Counselor and teacher/s to follow up with student to monitor progress. If no progress is made and absences continue, the student will progress to Tier 3 support. (In many instances, sites have a team that includes the counselor that will work on Tier 2 together.)

Tier 3 support will minimally include an administrator, the counselor, teacher/s, parents, and student. A review of the process taken so far to engage the student in learning will be presented. At the high school, graduation expectations will be reviewed for the family. A re-engagement into school process will ensue. At this level, a mentor may be presented as an option to check in with the student, regularly. The mentor can be a certificated or classified staff member or a volunteer community member. The site can enlist additional support of the Education Centers (if the student attends the Center on a daily basis). If mental health or other resources are needed, the team will discuss how to provide access to meet those needs. A Success Contract will be developed and signed by all parties so that there is a wrap around program for the student with check-ins from a designated person. If the staff member is concerned with the plan or the follow through of the student/family, this will be brought up to the original team. At this point, the team will meet and the student may need to consider a temporary alternative placement to matriculate.

Throughout the district, and specifically at school sites, personnel are available to attend meetings and translate into Spanish, when necessary. In addition, all communications in writing or on the phone are also translated.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Throughout distance and on-campus hybrid learning, Child Nutrition Services will offer meals to all enrolled 2020-2021 VCPUSD students. A federal waiver through the Seamless Summer Option has been extended through December 30, 2020, allowing the district to provide breakfast and lunch to all children in the community aged 18 and under. Because the waiver is set to expire on December 30th, we are still strongly encouraging families to submit a Free and Reduced-Price Meal application for the National School Lunch Program. Students who are directly certified through the state or local agencies administering assistance programs will receive their meals at no charge without the need to submit an application.

During distance learning, meal service will continue in a drive-through model. Meals will be provided to any child is present at the drive-through distribution, but parents and guardians may pick up meals for children who are not present by showing a student ID card or other means of identification. Meal pick-up will take place once per week at Pauma School and at Valley Center Elementary School on Thursdays, from 4:30-6:00 p.m. Each student will receive seven breakfasts and seven lunches in their meal package. In addition, a Bus Stop Meal Service will be provided at four bus stop locations throughout the district on Thursday mornings from 7:15 -8:00 a.m. The bus stop service will end once on-campus instruction through the hybrid model begins. The availability of meals is communicated to our families through ParentLink phone calls and emails, as well as through flyers, website postings, and school newsletters.

When on-campus instruction returns through the hybrid learning model, students attending school will be served breakfast before school. Lunch will be served on a staggered schedule at most school sites, individualized to each school's schedule. Through December 30th, all students will be eligible to receive a free meal from CNS. After December 30th, students who qualify for free and reduced-price meals will continue to receive their meals at no charge simply by presenting their student ID number to the cashier utilizing the Point of Sale system. Students who do not qualify for free or reduced-price meals will be strongly encouraged to load funds on their lunch account through MySchoolBucks to minimize contact with cash. (This plan is subject to modification if the federal government later extends the waiver beyond its current December 30th expiration date.)

The staggered schedules for lunch will allow for shorter lines at the cafeteria windows or carts and for limiting the number of students eating their lunch in a specific space. When the first groups of students are out at lunch, the area is cleaned, if need be (students may eat in grassy areas, etc.), and the next group of students will be allowed to sit in the area. Students in the hybrid model will be offered breakfast and lunch on the two days in which they attend classes on campus. For the days they are not on campus, the district plans to offer a once-per-week drive-through service for picking up the balance of their meals. Through December 30th, the federal waiver will allow the district to serve seven days of meals each week. After December 30th, when the district returns to the regular National School Lunch program, students may be served five days of meals each week.

Throughout the year, students who are in a virtual classroom, Independent Study, or homeschool option will continue to pick up meals once per week on Thursdays from 4:30-6:00 p.m. The day and time of distribution may be subject to change according staffing schedules and/or the needs of our families.

CNS health and safety protocols dictate that employees who prepare meals and/or serve meals will wear face coverings and gloves. Social distancing markers will be used to enforce physical distancing in queues. Students are expected to wear their face coverings while waiting to be served, but they may remove their face coverings while they are eating. Until countywide COVID-19 case numbers drop further, meals will be pre-packaged. There will be no salad bars or share tables.

*This plan is subject to change and will be rewritten with the current plan.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| [The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 8.5% | \$3,941,615 |

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Students that fall under our unduplicated pupil counts were highly impacted by moving to distance learning last spring and will require teacher expertise, extended time, and differentiated supports in and out of the classroom, to accelerate learning. As VCPUSD opened the school year, parents opted into Hybrid, Virtual, or Independent Study. Our unduplicated students, who fall into one or more categories, enrolled into all of these learning options and additional supports in each one is critical to increase growth in achievement.

Hybrid Learning Environment: In order to support a hybrid learning environment, with a maximum of 32 students in each classroom, the district hired and additional 7.3 FTE's for all classes, 4-12. This will allow for 16 students to attend class on alternating days, keeping each student engaged and in a safe learning environment. This model continues to provide an in person connect for teacher to student and student to student to support their socio-emotional growth amongst peers. It also allows the teacher to identify and socio-emotional supports that the student may need, working with the parent, through counseling or a referral. Creating classroom and school culture, even with half the students at school at a time, will be critical to student success.

Distance/Virtual Learning Environment: In order to support a virtual learning environment, the district hired and additional 5.0 FTE's for all grades, TK-12. Families who elected to a distance learning environment for the year will meet with their teachers everyday. The flexibility in using blocks of time for differentiation to meet the needs of students is an opportunity for small group instruction, targeting any learning loss or preparing students for the next day's lessons. All students received devices and working at 100% connectivity. The district prioritized hotspots for our students that had none/limited access to Internet. In addition, teacher laptops that were up for refresh were provided a new laptop for teaching and learning and professional development.

Independent Study: In order to support an independent study learning environment, the district hired and additional 4.1 FTE's for all grades, TK-12. This learning option connects a student with a single teacher, yearlong, to monitor learning and socio-emotional needs. This will allow individual supports needed to be provided immediately. The curriculum is also tailored to the learning needs of the students, with interventions and differentiated curriculum each week. Due to the nature of independent study and the weekly lessons, it allows for learning adjustments on an ongoing basis. Student in independent study also have devices to access curriculum and their teachers on an ongoing basis.

Staff Development: One area of staff development for certificated employees will focus on ELD and strategies to connect with families. Teachers who engage in professional learning will be compensated at the non-instructional rate, unless serving as a staff developer, which will be paid at the instructional rate. This intentional focus will increase the capacity of our staff to meet the needs of our unduplicated students. In addition, online learning opportunities will be offered to teachers, strengthening work in SEL, interventions, and distance learning strategies. District ELD and Migrant TOSA and district EL aide will be providing direct services to our families, ensuring they are engaging in school and bridging any concerns with the school or district.

For our families, Title I schools will be providing opportunities for parents to connect with teachers and administration to support reading and mathematics as a family. These nights will focus on strategies for online supports and accessing the curriculum for their student.

Curriculum Supports: All students will have access to Board adopted grade level resources as well as High Point and Language! for our ELD students. In addition, ELA and Math curriculum adopted at the TK-8 levels have differentiated lessons within them for our ELD students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

VCPUSD will be increasing services for our unduplicated students to ensure they are engaged and that we close the learning gap for them as they launch into 2021-2022.

Summer School was launched in 2020 for our Migrant students and EL students, grades 1-12 and for Extended School Year (ESY) for our students with exceptional needs. At the high school level, it focused on credit recovery to continue matriculation towards graduation.

The Hybrid Learning environment affords many ways in which needs of our students can be addressed. As mentioned above, being in physical contact with the student allows the teacher and school teams to assess the well being of the student. If there are concerns, it will need to be addressed immediately as this falls under basic needs before accelerated learning can occur. Being in a hybrid environment, with small class sizes, allows the teacher to identify learning loss and needs in a timely manner, intervening in real time to mitigate gaps in learning from occurring. At the TK-8 levels, about 80-90% of our English Learners are enrolled in the Dual Language Program. Enrollment in the DL program not only provides students mastering proficiency in two languages but it also allows students to access content and concepts in a safe learning environment with a teacher expert in both languages. This is a built in fluid increase of services for the students each day. Students enrolled in Dual Language benefit from a rich learning environment with peers and teachers. For students at the high school level, specific ELD courses and intervention courses have been built into the master schedule. Adopted curriculum for the secondary school includes Language! and High Point and the grade level adopted resources. Again, with class sizes half the normal size, the educational services that will be provided to students in this setting, using both formal and informal assessments, will be targeted and will accelerate learning. As a reminder, the focus of the English Language Development (ELD) is instruction of English as a second language, and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers combine or divide their students into groups within their classrooms. The curriculum used for ELD is Benchmark Advanced & Adelante at the K-6 grade levels with supplemental ELD materials that correlate with California English Language State Standards & 2012 ELD standards.

As the year progresses, there will be supplemental Staff development for teachers and/or aides instructing English Learners, supplementary materials provided for English Learners and supplemental parent involvement activities will be planned.

Fortunately, during distance learning, VCPUSD has also been able to offer Dual Language in a Virtual model, for families requesting a non-person model. Due to limited staffing and parent requests, virtual dual language was not offered to students in grades TK-2. Once the school year started, many of the families requested to leave the Virtual TK-2 class to return to a Hybrid Dual Language class, favoring a BCLAD teacher. At this time, all requests to a Dual Language classroom in these grades have been made. During distance learning, students will be engaging with their teachers each day, building on their language and mathematical concepts in two languages. The distance learning schedule affords time for the teacher to hold small group instruction, during asynchronous sessions as well as access to the teacher during office hours. While this is provided for all students, it is also an opportunity for our unduplicated students.

In addition to our teachers, VCPUSD has tutors available to support our students through our Native American Education Centers and Americorps. Integration of our tutors into our school day and after school is a rich resource to connect students to, at all levels. Pauma School and Oak Glen Continuation School have after school programs for students (ASES) to continue to extend student learning, after school. Pauma, a TK-8 school, utilizes its resources to offer a virtual after school tutoring and extension program prioritized for Homeless, Foster, and low income students.

Title VI aides have been connecting with our Native American youth, checking in on socio-emotional health as well as academic progress and connectivity. They will be connecting regularly with students to ensure they are keeping on pace. And, if additional resources are needed for the student, it will be communicated to the school administration.

Curriculum supports for our unduplicated students will include teachers that will be engaged in one to one intervention, teachers and instructional coaches will be leading the intervention work with Lexia, and various parts of apps will be intentionally assigned to students for skill development to fill in gaps. Lexia's strengths, research proven, is a personalized reading instruction program that targets very specific areas and automatically provides lessons to meet the student at that point. Lexia provides actionable data for both individual or small group instruction.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: September 22, 2020

☐ Action

TO: MEMBERS OF THE BOARD

☐ First Reading

FROM: Jon Petersen, Chief Business Officer

☒ Information

SUBJECT: Status of Request for Proposals (RFP)
Photovoltaic Systems – Power Purchase Agreement

☒ Presentation

☐ Public Hearing

BACKGROUND INFORMATION: In recent years the Valley Center-Pauma Unified School District upgraded its energy efficiency and now wishes to obtain the best value it can for generated energy. The district wants to optimize the rates it pays for electricity through the purchase of energy generated from solar photovoltaic systems installed on selected district sites at a lower cost than it currently pays. Just prior to the closure of schools due to the COVID-19 pandemic, the district requested proposals from qualified firms to finance, design, install, operate, and maintain PV systems on selected district sites.

REPORT/PROPOSAL: The district received proposals from four different firms in response to its RFP. In consultation with a consultant, a district management team has completed its evaluation of the proposals. This presentation will cover the selection criteria utilized by the team in making its recommendation for a finalist and the path forward in negotiating an agreement with the finalist.

FINANCIAL IMPACT: None at this time

RECOMMENDATION: It is recommended that the Board listen to the presentation and provide feedback and/or direction to the district administration.