

2020

COVID-19 Operations Written Report



COVID-19 OPERATIONS WRITTEN REPORT

LOCAL EDUCATIONAL AGENCY (LEA) NAME	CONTACT NAME AND TITLE	EMAIL AND PHONE	DATE OF ADOPTION
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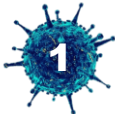
Changes to program offerings in response to school closures that addressed the COVID-19 emergency and the major impacts on students and families

Maintaining quality instruction and student services supports to students and families continued to be a priority to Fontana Unified during the COVID-19 emergency. Fontana Unified School District established committees to determine the immediate and short-long term needs of students, taking into consideration there would be loss of learning and supports during the school shutdowns. These teams then began to move forward to create the programs for our students mentioned below. A Distance Learning Survey was made available to parents to help determine what needs the district had to prioritize and what adjustments needed to be made. This survey helped to determine the need to move up the 1:1 laptop distribution, purchase hot spots for students, and ensure printed packets were made available for families who didn't have online access.

While the District moved to mitigate the exposure of COVID-19 to its employees, the District did maintain staff in person at the District and site levels to answer questions by the school community. As well, many of the support positions worked from home to ensure a lapse of support systems did not occur. This included enrollment for new students, family and community engagement, food and nutrition services, special services for students with disabilities, and other student supports.

Looking to the 2020-21 school year, the Teaching & Learning department reevaluated the pacing guides for all core and content subject areas. Modifications were made to adjust for the loss of in-seat instruction for the remainder of the 2019-20 school year. The updated pacing guides will review the lessons that were intended for the spring of 2020. As well, all assessments' schedules were adjusted for this consideration.

Student services implemented multi-tiered systems of support for students, including support programs for students' socio-emotional needs while at home during spring of 2020, but began putting together programs and supports for students when they return to schools in the fall of 2020.



All school sites went through a thorough deep-sanitizing process in which all surfaces were cleaned according to recommended standards.

In preparation for the 2020-21 school year, the District continues to work through multiple models of instruction that take into consideration the safety of students, teachers, and employees, while offering the highest quality of instruction. Families will be offered several choices for their students as the District continues to move forward, modifying and adjusting instruction to meet the needs of its families. Each department, as well, continues to work on additional professional development for teachers and staff, as well as training and supports for families to ensure a minimal loss of learning.

How FUSD continues to address the needs of its English Learners, Foster Youth, and Low-income students

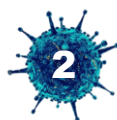
With a high population of students qualifying as an English Learner, Foster Youth, or under low-income (87%), many students required additional supports during distance learning and the COVID-19 emergency. The district had begun to implement their 1:1 device rollout during the 2019-20 school year, issuing laptops to all 9th through 11th-grade students. With a high percentage of students not having a device or internet access, the district fast-tracked their rollout device, taking a 3-year plan and issuing all devices to students in grades 3-12 during this time. Priority was given to 12th-grade student to ensure they were able to meet all graduation requirements established. Approximately 24,000 devices will be issued to students before the beginning of the 2020-21 school year. As well, the district will be providing at-home internet access to all students in the upcoming school year. This will ensure that all students have access to online learning options. During the implementation of this network, the district purchased approximately 1,200 hot spots to be issued to students in need.

To accommodate the instructional needs of our English Learner students, all distance learning packets/lessons were translated into Spanish for students and parents so parents could provide additional at-home support for students. Integrated and Designated English Learner Development instruction for all English Learners were designed for all core and content subject areas. Additional accommodations were designed within the lessons to support all student groups such as: foster youth, homeless and low-income.

The literacy and math instructional needs of English Learners, foster youth and low-income students were supported through the additional and targeted distance learning interventions received from Elementary ISTs and Secondary Intervention Teachers.

Steps FUSD has taken to continue delivering high-quality distance learning opportunities

In order to provide high-quality instruction and reduce any loss of learning occurring due to COVID-19, the Teaching & Learning department developed distance learning lesson plans for all content areas across the TK-12 grade span for the months of April and May. These plans included modifications for



English Learners and Students with Disabilities. Students were provided with two different sessions of distance learning opportunities with the option of accessing the lessons online through the district and school websites or packets were available for pick up at the district and site level for families who did not have internet access. Students were then able to return the packets at the end of April and obtain the May packet, which was turned in the end of May for the final school year. Distance-learning packets were translated into Spanish for students as an accommodation as well. Teacher had office hours and online learning opportunities through Microsoft Teams and were accessible to students and families during the instructional day. These were in addition to the prepared packets developed by the district office.

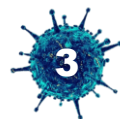
In order to provide instructional support for teachers during this transitional phase of distance learning, teachers were provided with professional learning virtual offerings focusing on preparing teachers to deliver high-quality distance learning opportunities, centered on the Five Key Principles for Quality Distance Learning: Student/Teacher Connection, Learning Structure and Sequence, Content Presentation, Collaboration Opportunities, and Feedback Opportunities, as recommended by CDE. Teachers were also supported by district Teachers-on-Assignment who engaged with sites during their planning time and offered additional professional development supports for any teachers requesting assistance.

In addition to core and content subject areas, additional supports for students to access during distance-learning included physical activities that were linked to STEM activities, VAPA courses for teachers to integrate into their lessons, and Integrated and Designated English Learner Development instruction for all English Learners.

How FUSD provides school meals while maintaining social distancing practices in a safe environment

The Food Services department, in cooperation with the City of Fontana, has ensured that all children in the community have had access to food during the COVID-19 emergency by beginning Grab and Go meal service on the first day of school closures, March 16. Distribution started with offering breakfast and lunch Monday through Friday at 10 sites throughout the District, which provided easy access for community members. Meals were also transported to families who were home-bound and unable to physically go to a school site to obtain meals. Seeing a high need within the community, supper and weekend services were added on April 24. In addition, Food Services has kept staff and the community safe by ensuring all CDC guidelines regarding Food Services has been followed. The following has been implemented to ensure safety and to mitigate exposure to staff and community:

- Personal hygiene is top priority, as well as all staff wearing gloves and masks while working;
- Additional cleaning continues to be provided at all distribution sites;
- Service has been modified curbside to maintain social distancing during meal distribution;
- Each serving site has at least three stations for food pick up, the stations are spaced 10-20 feet apart with only 3-4 staff per station;



- Meals are loaded into trunks, when possible, to avoid contact with the community. If trunk service is not available, meals are placed into a back seat if unoccupied. If the backseat is vacant, the food is provided to the side, and the family can load the food into their car;
- Food Service and city staff are required to sign in when working each day. By signing in, staff are guaranteeing that they are not experiencing any COVID symptoms and have not been knowingly exposed to anyone that has tested positive. Any staff with symptoms is sent home until a doctor's note is provided.

These guidelines were put in place to ensure meal distribution can continue. Food Services continues to serve over 220,000 meals per week.

How FUSD worked to arrange supervision of students during ordinary school hours

Our district has cultivated a relationship with both the Boys and Girls Club of Fontana and the City of Fontana to develop an afterschool program that supports over 3500 students by providing extended learning opportunities and the supper program. Since the school closures, the afterschool program has adapted and has provided support to our daily meal distribution program. Providers do check-ins with the families during the food distribution, and they provide additional support packets for families. As well, educators do check-ins with their students during the instructional day to ensure students are provided for and see if there are any additional needs their families might need outside of instruction. Families that shared the need for additional resources are referred to the Family & Community Engagement Department, Student Services, or the applicable department for additional support.

Additionally, the afterschool program staff has worked with the district to develop a model to provide childcare to our essential workers and first responders. In the model, two sites Almeria Middle School and Palmetto Elementary School, would serve as childcare centers. The program would be staffed by a combination of members from the city after school program and the Fontana Boys and Girls Club. The Fontana Unified School District's Comprehensive Health Department would send one of our Registered Nurses and a Health Assistant to be on-site to take temperatures of all staff members working in the childcare center as well as program participants. Additionally, the Comprehensive Health Staff would be present during the hours of operation to care for any injuries that may occur during the day.

The program was offered to our city first responders and the local Kaiser Permanente Hospital. At the present moment, neither the city first responders nor Kaiser Hospital was interested in the program. The program is available and can be opened if the need does arise. In the meantime, our afterschool staff continues to provide support at our food distribution sites.

Fontana Unified School District

June 24, 2020

