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## COVID-19 Operations Written Report for Fallbrook Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Fallbrook Union High School District responded to the COVID-19 emergency closure and Governor Newsom's executive order by closing our school's physically as of March 13th. Since then FUHSD has continued to feed students on a daily basis, instituted a distance learning

program, maintained the current independent study program, and provided access to education, internet, and other resources for our SED, EL, Foster Youth, and students with disabilities. The campus, in the absence of staff and students, has been thoroughly cleaned and disinfected, and a system has been put in place to monitor access to the campus and ensure adequate cleaning and disinfecting on a routine basis.

During the school closures, many programs continued in a distance learning format. Independent Study continued at Oasis with the modification of weekly virtual check ins with students. All daily courses and programs at Fallbrook High School and Ivy High School continued to run in a modified distance learning setting including Dual Enrollment, Saturday Academy courses for students, Agricultural courses, AVID courses, AP courses, Dual Immersion courses, ELD courses, CTE courses, AP testing, and summer school. Due to physical distancing guidelines, athletics, some of the after school Warrior Way programs, and Saturday parent courses were discontinued during the period of school closures.

In an effort to provide continuity, routine, and education to students, the district continued many programs but enacted a Distance Learning model as of April 13th that allowed for flexibility under the circumstances pertaining to COVID-19. In recognition that families were undergoing difficulties managing work and the education of their children from home, the district implemented a flexible asynchronous distance learning model that allowed students to engage in their education with their teachers during structured timeframes, while allowing enough flexibility that a family could manage the new and additional variables that were thrust into their daily routine. Asynchronous learning during this time allowed all stakeholders to adjust without stringent parameters that might increase stress during a stressful time.

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

Distance learning has been incredibly impactful on our socioeconomically disadvantaged, English learners, foster youth, and students with disabilities. The district has gathered information indicating that while 1,616 students have access to the internet, over 113 students do not have access, and 364 chose not to respond to a survey issued by the district. Of the 1616 students who do have access to the internet, 82% are or were obtaining access at friends or family's homes, restaurants, businesses, before or after school, or at the local library. The district is one to one with chromebooks and distribution; however, to meet the needs of students and families without internet access, weekly packets were created for students who confirmed a lack of internet access, and T-Mobile hotspots were purchased to provide for students in need of internet connection. Many students fell off and stopped engaging with their teachers during this time, and instructional technology coaches were hired to provide strategies and support teachers as they worked to develop online lessons that provide support to English learners, foster youth, students with disabilities low income students, and students with disabilities and strove to contact students and engage them in distance learning.

Students with Disabilities are being supported to the maximum extent possible during the closure. Teachers and para-professionals are implementing services, supports and accommodations via distance learning, and are providing tele-services for counseling, speech, etc. When needed, IEP teams have met to provide additional supports to SWD's and families in the provision of FAPE. The district is working to develop options for SWD's with significant health challenges when school resumes in the fall. The SELPA (NCCSE) has provided a number

of trainings, curriculum, supportive technology, and other support for the district during the closure. NCCSE also has provided legal guidance and training for districts on the provision of FAPE during this time and provided best practice models for supporting SWD's during distance learning. SWD's who have struggled with distance learning have been afforded the modifications and flexibility necessary to access their classes, learning goals, and IEP needs.

Social and emotional wellness rose to the forefront as a tremendous need for all of our students, especially our ELs, FY, SWD and SED students. A weekly wellness video and survey was implemented, and instructional technology coaches worked with teachers and staff to guide strategies and increase awareness of the relevance and correlation between relationships, care, and concern in student engagement. The importance of this piece of education came to the forefront when students were not required to physically come to school, and a student's grade as of March 13th was guaranteed. Students who participated in distance learning participated in a survey indicating that they engaged due to the impact and importance of their teacher. While soliciting student engagement was a challenge for all, teachers who reached out to communicate with students in a variety of formats and had established relationships of care and concern for their students had more success with student engagement in their classes. The importance of relationships, care, and concern is paralleled in the California Healthy Kids Survey data where 57% of 9th grade students and 61% of 11th grade students feel at FHS indicate they feel there is a caring adult relationship established. 97% of Oasis students and 42% of Ivy students felt there was a caring adult available to them on campus.

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

The district learned very quickly that the loss of not just nutrition, but daily routine, socialization, and education impacted both students and their families on a social and emotional level. Survey results over the course of 4 weeks indicate that 27.8% of students who participated in the survey struggled socially and emotionally and continue to struggle during this time, dipping to 23% one week and raising by the end of the school year to 27.4%. Of the students who participated in the survey, 46% struggled with organization and time management, dropping to 43% by the end of week 4 after integrating instructional technology coaches.

By April 14th, the district had developed and enacted a distance learning plan that provided students and families with some routine and structure for the school day and accounted for the impact that COVID-19 was having on students, parents, and staff. The plan and schedule was designed to provide flexible asynchronous learning during the day and provide students with locked grades as of March 13th with the ability to engage and raise their grade from the March 13th floor. The district worked in collaboration with the teacher's union to develop an MOU and provide teachers with professional learning prior to the enactment of the distance learning schedule, and instructional technology coaches were put in place through the end of the school year to provide staff with ongoing support. One of the components of implementing instructional technology coaches was the creation of a weekly wellness segment to support students, parents, and staff. The IT Department worked diligently to put a variety of options and supports in place for teachers such as district wide use of Kami and district wide use of Blocksi to monitor students use of Chromebooks from afar.

Distance learning continues through summer school with both asynchronous and synchronous learning incorporated for credit recovery, ESY, and courses for incoming 9th graders, courses designed to bridge integration into high school or preparation for Integrated Math II. These programs are being monitored for attendance data and success rate to inform continued distance learning possibilities within the district.

Essential standards are considered a focus especially considering the loss of learning that inevitably comes from the COVID-19 pandemic and school closures. The district plans to work with Orenda to assist the English Language Arts and Math department in developing systems to identify essential standards, sequence, common assessments and data reflection within the department. This is a system that the district will look towards implementing with other departments to ensure consistent reflection and growth as all stakeholders strive to provide highly effective instruction to all of our students that is geographically fluid.

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

The impact of the school closure has been difficult on students and families. First and foremost, Fallbrook Union High School District is comprised of 62.8% socioeconomically disadvantaged students (CA Dashboard 2019). Many of these students rely heavily on the nutrition that is provided on a daily basis. Fallbrook Union High School District has provided daily meals to students by instituting a drive through meal pickup. Students were provided with breakfast and lunch, and as of March 30th were also provided with supper. The district fed on average 908 children a day topping out at 1,304. Additionally Nutrition Services has provided 880 produce boxes to children. In addition to lunch lines, food was bussed to stops throughout the community to provide food to students whose families were unable to drive to campus on a daily basis.

Provision of meals came to students and families through the combined and collaborative efforts of certificated, classified, and administrative staff. Three meal tents were set up in a drive through location at the front of the school and each tent was staffed with a mixture of nutrition services staff and certificated and classified volunteers. Gloves and face masks were provided to all who worked the lunch lines, and physical distancing guidelines were clearly set.

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

During the school closures that require we adhere to physical distancing guideline, high school students remained at home during this time. Supervision consisted of that provided by their parents/guardians. FUHSD was not equipped to provide supervision of students on campus while following all of the guidelines that were established by the health department, Governor Newsom, CDC, and CDE.