

COVID-19 Operations Written Report for Farmerville Unified 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.

Farmersville Unified School District closed all schools to students on March 18, 2020 due to the COVID-19 Pandemic. As per Governor Newsom's Executive Order, schools were required to implement essential services for students and their families. These essential services included: 1) Provide student meals, 2) Provide high-quality distance learning opportunities for students, 3) Provide for the supervision of students during the school day. The implementation of essential services required the district to implement employee health and safety protocols and social distancing measures for employees, students and their families.

1) Provide students meals - The district was required to purchase prepackaged food items that substantially increased food services costs for the district. The district implemented health and safety protocols for both the preparation and distribution of student meals. The district set-up drive thru kiosk stations at every school to distribute to student meals. All students were provided breakfast and lunch meals for throughout the school year. The district provided food services employees with personal protection equipment and developed preparation and distribution procedures to minimize public contact for employees.

2) Provide distance learning opportunities for students - Chromebook computers were provided to every family to participate in distance learning opportunities. Teachers provided online and hard copy packet distance learning (standards-based) instructional materials for students every three weeks. The majority of students in grades K-1 received hard copy materials, also for any student in grades grades 2-12 students that did not have internet access also received hard copy materials. Professional development to train teachers on distance learning approaches using the Google Suite platform was a priority for the district. Distance learning instructional strategies for teachers were focused on providing students with direct instruction to meet needs of English Learners, foster youth, low income, and special education students. Supplemental one-on-one tutoring services were provided to support these high-needs students by instructional aides using online supplemental standards- based instructional software. Development of "hold harmless" grading policies also required teachers to develop alternative assessment and grading approaches. Lack of internet access for students also required the district to seek out partnerships for low cost internet services access for students and their families which continues to be a district priority. Additionally, the purchase of one-to-one Chromebooks for students also continues to be a priority to ensure that every district student has access to a computer. Social emotional learning (SEL) and support services were provided by school counselors. Counselors targeted students needing SEL and parent outreach and services were provided to address student emotional learning needs.

3) Provide for the supervision of students during the school day - the district has developed community partnerships to provide for the supervision of students during the school year. These partners include the Tulare County Office of Education Community Day School and preschool programs, Teaching Fellows, and VDA preschool programs. However, due to COVID-19 liability concerns, none of these partners were prepared to provide additional services for the supervision of students during the school day, and services for these partners were provided virtually.

Finally, district communication, flexibility, and teamwork proved to be most important factors for minimizing the impact of COVID-19 school closure on students and their families. The district was able to successfully implement all the essential services required and continues to seek new and innovative actions to meet the needs of students and their families.

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

Teachers are currently utilizing distance learning English Learner strategies, providing one-to one tutoring services, and implementing supplemental literacy materials to meet the needs of English Learners, foster youth, and low-income students. The district contracted with Tulare County Office of Education (TCOE) consultants to provide teachers with training on effective direct instruction teaching strategies to support English Learners in distance learning. The majority of Farmersville students are either English Learners (EL) or have been Redesignated English Learner Proficient (FEP). All teachers are trained to employ direct instruction strategies for English Learner students during distance learning. Tutoring services were employed to address the literacy needs of English Learners, foster youth, and low-income student. Students were identified for tutoring services based on multiple measures and distance learning student progress. The district trained and employed instructional aides to provide targeted supplemental tutoring services for English Learners, foster youth, and low-income students. These identified students were provided with one-on-one tutoring services using a variety of online software programs. Supplemental Myon Renaissance materials provided online reading materials for students in Spanish and English based on the student's reading level. For students without internet access hard copy materials were provided to meet their individual needs. Student accountability for distance learning participation was tracked by administrators, school counselors and Community Liaisons. Based on low performance of English Learners, foster youth, and low income students, parents were notified and students targeted were provided with supplemental tutoring services, and supplemental instructional materials to provide academic support.

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

The district has strategically prepared for the delivery of high-quality distance learning opportunities for students and staff prior to school COVID-19 pandemic. The district developed a vision for 21st Century teaching and learning and has systemically improved distance learning opportunities for students. District progress included upgrading the district's technology infrastructure; purchasing a variety of technology devices for students and staff, acquiring online standards based materials, purchasing supplemental online curriculum, and developing professional development support structures to assist teachers with distance learning opportunities for students. During the 2019-20 school year, the district developed professional development support structures to support distance learning. The district contracted with the Tulare County Office of Education (TCOE) technology consultants to train and certify teachers on Google Suite learning management platform. The

Google Suite training required all site Technology Coordinators to receive Google Certification. Google Certified Technology Coordinators surveyed teachers on Google Suite needs and aligned professional development objectives to meet the distance learning needs of teachers. A district wide Google professional development day was provided for all teachers to receive technology training based on their individual needs. Both TCOE Education Technology consultants and site Technology Coordinators provided ongoing teacher support for the 2019-2020 school year and prior to the COVID-19 Pandemic. During the COVID-19 Pandemic which resulted in school closure to students, the majority of district teachers were prepared to deliver high quality distance learning opportunities to students. Teachers prepared standards-based distance learning instructional materials and direct instruction lessons every three weeks while meeting in grade level or content level teacher teams. Teachers were provided additional virtual professional development workshops on how to deliver online direct instruction lessons to meet the needs of English Learners, foster youth, low income, and Special Education students. Additionally, teachers were provided with professional development opportunities on how to assess for distance learning. Teachers benefited from these individualized workshops as student learning and engagement improved over the next several weeks.

Finally, the district's student participation rates for distance learning needs closer examination. The district needs further data on student internet access and the impact on distance learning student participation rates. The district is currently conducting a parent survey on internet and computer access for students. This information will provide important data for the district to determine the technology gap that exists. The district intends to use this data to acquire additional computers and internet access for additional students to participate in distance learning opportunities. The district has applied for and did receive California Department of Education (CDE) / Technology partnership donations that included (1,500) Chromebook computers and (200) "hot spot" devices. These CDE/ Technology partnership donations will support the district in closing the digital divide and provide equitable access to technology for students and families, and improve high-quality distance learning opportunities for students.

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

The District implemented strategic actions to provide students meals while maintaining social distancing practices. The district implemented safety protocols for all employees which included social distancing, wearing of masks, guidance on hand washing and hygiene, prescreening for COVID-19 symptoms, and rotation of employee work hours and schedules. For meal preparation, food services employees are required to wear gloves and masks at each school and are required to maintain social distancing guidelines. The district organized staff into two different groups for meal preparation of prepackaged breakfast and lunch meals. All employee safety protocols are followed and meal preparation standards are followed by food services employees. For distribution of student meals, the district implemented a drive thru distribution schedule of student meals at each school site. This distribution schedule minimized the number of public contacts for school employees. Both breakfast and lunch meals were included together. Additionally, a three days a week meal distribution schedule provided students with two meals on Mondays and Wednesdays and one meal on Friday. Parents picking up meals via the drive thru option were instructed to open their vehicle's trunk to further minimize public contact by employees. The district provided student meals to all students while maintaining social distancing practices throughout the meal preparation and meal distribution process.

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

The district has several partner organizations within the Farmersville Unified School District community that provide for the supervision of students during ordinary school hours. These include the following organizations: Teaching Fellows, VDA preschool services, Tulare County Office of Education (TCOE) preschool program, and Tulare County Office of Education Community Day School. Unfortunately, due to COVID-19 liability many of these organizations implemented virtual services and did not continue to provide for the supervision of students for students during ordinary school hours. Therefore, the district was unable to provide for the supervision of students during ordinary school hours as a result of the COVID-19 pandemic.