

# COVID-19 Operational Community Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fullerton Joint Union High School District	Scott Scambray, Ed.D. Superintendent	sscambray@fjuhsd.org 714-870-2801	June 16, 2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

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

- All students were surveyed prior to school closures to determine the need for wifi hotspots. The result was 480 students indicating the need for wifi at home. The District ordered 600 wifi hotspots to ensure all students would have them.
- All students were previously given a Chromebook and have been using Google Classroom and other online learning tools to engage in their learning.
- Training was and continues to be offered to all teachers on the use of Google Classroom, Google Forms, ScreenCastify, and other educational technology to provide simple-to-use and effective distance learning tools.
- Schools moved to distance learning. Students continue receiving instruction through digital means and complete work and show mastery through platforms like Google Classroom, Google Forms, ScreenCastify, GoFormative, Turnitin.com, Revision Assistant, Zoom, Google Meet, and other digital tools.
- Normal school hours are adhered to, but asynchronous learning is accommodated by teaching staff to give students flexibility in accessing lessons, interacting with their teachers, and completing assignments.
- Grading policies were temporarily modified and approved by the Board of Trustees to ensure that no harm is done to students in the wake of distance learning.
  - Students may receive traditional letter grades ranging between A-C. Students who had a D prior to and throughout distance learning will be given a “C”, or better if their performance was maintained or improved over the course of the semester. If students were failing prior to and throughout the remainder of the semester, they are to receive a “no credit” mark. This grading policy allows for students who continued to perform throughout the semester to receive a

traditional grade that also would allow for a weighted GPA in honors, AP, and IB courses. It also protects students from negative effects of distance learning on their GPA if they receive “no credit”.

- Students received technological help from site and district staff as needed to be able to attend classes virtually and to complete school work.
- The District invested resources in online learning tools and related professional development that supported teachers in providing high quality instruction throughout distance learning.
- Please see the District’s [Community Resources](#) page for all COVID 19 related school and local resources for students and parents. The Community Resources page provides links to questions regarding:
  - General information on COVID 19
  - Internet connection resources
  - Academic links
  - Food distribution agencies
  - Housing resources
  - Parent resources
  - Utility assistance
  - Unemployment assistance
  - COVID resources for undocumented families
  - Graduation dates and information
  - Mental health services
  - And much more
- Facilities were cleaned and disinfected thoroughly and continue to be frequently cleaned and disinfected as essential employees have continued to perform their tasks while taking all recommended preventative measures including the wearing of masks and exercising appropriate social distancing.
- Training on awareness and resources for staff related to social/emotional learning (SEL) continues to be provided.
- Mental Health services and resources have been provided to students, staff, and parents. The District posted a mental health webpage on the District website with local available support under the [Community Resources](#) page.
- In very limited cases, when a parent or student needs to receive or deliver documentation or equipment, schools have provided drop-off locations and/or boxes where items can be retrieved or delivered while still practicing recommended preventative measures.
- Enrollment procedures and all COVID 19-related school information during distance learning are posted on each school website:
  - [Buena Park High School](#)
  - [Fullerton Union High School](#)
  - [La Habra High School](#)
  - [La Vista / La Sierra High School](#)
  - [Sonora High School](#)
  - [Sunny Hills High School](#)

○ [Troy High School](#)

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

- Teachers, Counselors, and Administrators - reached out to students and parents of EL, foster and low-income students via email and phone calls to address attendance or grade issues. Each attempt to contact students or parents was documented and monitored to determine if increased support and interventions were needed.
- Fullerton's Love for Orange County Kids (FLOCK), one of several local philanthropic organizations that partner with the District, donated gift cards to McKinney Vento student families who needed help with groceries and other needed items. They are just one example of the way our community partners rallied to support students during distance learning.
- IB Students donated gift cards and non-perishable food items for families.
- A weekly Google “check-in” form was created for all sites to glean information on student and family needs for students experiencing homelessness, foster youth, and English learners. Administration and other staff members used the forms to stay abreast of student needs throughout distance learning.
- English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC) continued to meet throughout distance learning in both formal and informal settings to provide information that could be passed along to the EL parents at each District school and to provide resources that could also be shared with the schools.
- Teachers of ELD students initiated daily check-ins with their students through Zoom or Google Meets and reported to administration any issues or concerns they may have had for further follow up.
- Guidance staff and Counselors work closely with our EL, foster, and low income families to help with Aeries communication, grades, attendance, guidance questions, college & career questions, work permits, etc.
- Leaders in Resiliency, a District partner, provided weekly engagement, community-building, tutoring, mentoring, and social/emotional support to homeless and foster youth in online group settings. They provided weekly resource links to classes on dance, cooking, and other topics of interest to students while learning from home. Twelfth-grade students served by Leaders in Resiliency also enjoyed a well coordinated graduation drive-by celebration in addition to the virtual graduation ceremonies hosted by student’s schools.
- Currently, students with **mild to moderate disabilities** are accessing their educational services much like their general education peers. Students are expected to attend their classes as they would as if school was open, but in a virtual format. The special education teachers are providing daily lessons and support via Google Meet, Zoom, email, and phone conference, when appropriate.
- Students with **moderate to severe disabilities** are accessing their educational services in a

**comparable** way to their general education peers as well. In the moderate to severe settings, teachers are engaged in small groups, 1:1 virtual instruction, and/or packet work that is being sent home with teacher consultation to parents when appropriate. The array of these services are far more specific

given the complex nature of these students' learning methods as designated by their IEP accommodations and modifications. Therefore, students and families are encouraged to utilize many of the same tools that all students are using to access the curriculum. But, more specifically, special education teachers are providing daily lessons through [Unique Learning Systems](#) , and [Everyday Speech](#) to ensure that the individual students' needs are being addressed to the greatest extent possible.

- Here is a link to the [FJUHS Distance Learning Special Education Roles and Responsibilities Document](#) that is guiding school teams at this time.

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

- All teachers have completed professional development in delivering instruction through online instructional tools
- Students identified as needing internet access at home have been provided portable wifi hotspots.
- All students were provided with Chromebooks.
- Students with special needs were provided devices, software, and other support to meet the accommodations or modifications called for in their IEP or 504 plan.
- Where required through an IEP, students continued to receive services through one to one aides, psychological services, speech and language services, etc.
- Additional mental health services through District staff and outside agencies were provided as the needs were identified.
- Assessments are given online and students continue to receive formative assessment feedback to deepen their learning as well as to inform instruction for teachers
- The District adopted English Language Arts, Math, ELD, and Science curriculum that can be delivered online. All other subject areas have utilized open-source online instructional tools and adapted instruction to allow students to use hard-copies of texts at home to complete work on their Chromebooks.
- District schools continued to engage students in presentations in the arts, media, and career technical education and worked to showcase student performances all through digital platforms.

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

- Free and reduced priced lunches have continued to be served to all students Since the beginning of school closures on March 18th, 2020. All school sites are serving students under the age of 18
- School schedules for free or reduced priced meals are posted on the District website under the District [Food Services](#) webpage.
- FJUHS staff members have followed all recommended guidelines in providing meals to students including the wearing of masks and gloves as well as maintaining appropriate social distancing.

- The U.S. Department of Agriculture has granted the CDE Nutrition Services Division a waiver through June 30, 2020, to allow school food authorities Free or Reduced Price Meals program to distribute the meal to a parent or guardian at an approved school site to take home to their children during an unanticipated school closure due to COVID-19.

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

- To the extent practicable the District has adhered to standard school day schedules.
- Teachers are taking attendance and checking in daily with students through Google Classroom.
- Students not responding to teachers and not completing work are referred to a counselor or administrator for more follow up to help eliminate barriers to students participating in distance learning and to determine the potential health and welfare needs of the students.
- When these measures do not result in the student engaging with the school, District staff contact their School Resource Officer to conduct a wellness check on the student and family.
- Online parenting classes have been offered to help parents work with their students on homework, distance learning, and parenting tools related to behavior and social/emotional health.
- Interactive and engaging community-building activities have been offered by teachers to invite students to participate, even though it's through a computer monitor, in school online activities.