

COVID-19 Operations Written Report for Folsom Cordova 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.

FCUSD closed on March 13th, and moved to a distance learning platform, Schoology, on March 16 to provide students and parents a consistent platform from which to receive instructional materials as well as communicate directly with teacher(s). Following the guidelines of the CDE we worked to be as consistent as possible to ensure continued student learning through the end of the school year. This included the distribution of chrome books and free wifi access to ensure that every student in the district could access online instruction from their teacher(s). While the district was able to provide distance learning in a remarkably quick manner, student and parent survey data show that many of our families struggle with this learning modality.

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

During remote learning, teachers monitor students' participation the remote learning regularly. For those students who are not having success participating, teachers or support staff contact the family to offer additional support, if needed. Teachers, who regularly provide intervention during traditional school, continue to provide additional intervention support during remote learning. Bilingual instructional assistants (BIAs) provide additional small group or 1:1 sessions. All students who are English learners continue to receive English language development remotely as part of their instructional program. Intervention teachers as well as Special Ed. teachers noted challenges for students to participate in larger group settings or on a regularly established schedule. In these cases, the teacher works with the family to support with a flexible schedule or instruction via phone and/or Zoom. Social and emotional learning (SEL) program Marriage Family Therapists, Social Workers, and Behavior Aides also added additional SEL support services online as needed.

Access to Technology

Through an online survey to families, Folsom Cordova Unified conducted a survey requesting families share their technology needs. During our spring break, the second week after school closure, we began a Chromebook distribution at schools with social-distancing protocols in

place. In addition to the online survey, our office staff and homeless services staff called all families that we did not get a response from. We are proud to share that we have distributed over 5,000 Chromebooks and supported over 500 families with Internet access through hot spots. We established a technology support line for parents in English and Spanish, posted getting started videos on our district website, and set up our web filtering to monitor the devices distributed for home use.

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

The district moved to a consistent online platform, Schoology, as well as allowed teachers to use Zoom, Microsoft teams, etc. to deliver content and provide feedback to students. FCUSD will continue to provide regular updates in all available communication channels including our website (www.fcusd.org/coronavirus), our social media channels (Facebook, Instagram, Twitter), and direct text, email, and phone calls to keep families up to date on how distance learning will be offered as we transition to the 2020 - 2021 school year. We have also created a set of SEL strategies for teachers to use as a way of providing ongoing opportunities for students to engage with peers and teachers to develop socially and emotionally during distance learning. Finally, to meet the needs of students in crisis, we have a set of Wellness Resources and a request form for those that need immediate contact from a mental health clinician. Students with IEPs were provided a combination of synchronous and asynchronous instruction, teletherapy and support from special education teachers and instructional aides. Parents were provided consultation with special education teachers and related service providers. Students who have difficulty accessing online learning were provided print materials.

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

Immediately after school closures, our district communications department and food services notified parents that breakfast and lunch would continue to be available through seven distribution sites across the district. Daily text reminders were sent by 10 a.m. to ensure community was informed. Hot and cold meals have been served Monday through Friday and through spring break. Meals are packed in to-go bags, allowing families to pick up food while maintaining safe social distance. Staff wore masks, gloves and aprons, before and after food preparation cleaning took place to ensure all Federal requirements. During the 53 days of closure (including Spring Break), we provided 182,072 meals, served 73,036 students with a daily average of 1380 meals. Plans are in process to also serve meals throughout the summer to support families with food insecurities.

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

Folsom Cordova Unified District (FCUSD) announced school closures Monday, March 16, 2020. Once it was announced the district would remain closed for the remainder of the school year due to COVID-19, Student Care staff communicated the process for getting the reimbursement of fees to the families. The Student Care and ASES staff share portal resources with the Student Care and ASES families through a variety of via phone calls, texts, robocalls, email, and the webpage. When Student Care and ASES are unable to provide care for a family due to closure or being at full capacity, the office staff helps to facilitate a connection to a provider, offer parent recommendations and/or referrals and work with Child Action. FCUSD Student Care Supervisors and ASES Team Leaders contacted (1300 and 300,

respectively) families via phone, email, and through socially distance in person in order to re-register current families for the 2020-2021 school year.

Additional steps to take with supervision of students during ordinary school hours:

1. Work with site administrators and staff to develop specific expectations and protocols for supervision of students during ordinary school hours.
2. Will provide detailed training to all site administrators with District expectations and protocols for supervision of students during ordinary school hours.
3. Will provide detailed District expectations and protocols to all campus monitors, yard supervisors, and front office personnel.
4. Will communicate regularly with families and caregivers to ensure that they are aware of protocols and expectations for students within the school building and throughout the school day.