

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

On Friday, March 13, 2020, Governor Gavin Newsome announced the closure of schools and presented an Executive Order that instituted the following for schools:

- Continue delivering high-quality educational opportunities to students through other options, distance learning and independent study;
- Safely provide school meals through the Summer Food Service Program and Seamless Summer Option, consistent with the requirements of the California Department of Education and U.S. Department of Agriculture;
- To the extent practicable, arrange for supervision for students during ordinary school hours
- Continue to pay employees.

Clovis Unified School District transitioned to a distance learning model immediately and school resumed on Monday March 16, 2020. Knowing this model of instruction was new to the majority of students, teachers and administrators gathered quickly to present students with distance learning opportunities. A combination of virtual learning materials and paper-pencil packets tasks were organized for delivery and student pick up. Students were surveyed to determine the extent of available technology at their home. Technology was distributed to students in need. Classrooms moved to Google Classroom, YouTube, Google Meet, and Zoom to offer both synchronous and asynchronous learning for students. Much of the curriculum and instructional apps are available through the students’ Clever access. For the first six weeks of distance learning 37,198 students accessed online accounts (100% elementary, 53% intermediate, and 94% high school).

The district, schools, and teachers have increased their communication with parents, making regular, established contact with families. Parents are regularly versed on lessons students are accomplishing and ways they can support their child’s learning at home. Strong school to home and home to school communication has helped support continuity of learning during these unprecedented times.

Schools transitioned to serving meals to students in a manner that complies with social distancing guidelines, providing meals to families in our neighborhood schools.

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

The 2019-2020 LCAP is in full force during this alternative learning session. Many of the services provided to students in a traditional school setting are offered during distance learning. Specifically, our Transition Program is operating with counselors, learning directors and other support personnel following up with the needs of identified non-duplicated students on their case loads. They work with identified students at the

high school, intermediate school, and elementary school levels. They, along with teachers and other classified staff, work with students on maintaining their work loads and following up with student grades. The teams have worked to ensure that all students have access to technology, including laptops and wi-fi hotspots. Included in our LCAP are the following actions and services that are being carried out during the COVID-19 pandemic:

- Transition Counselor/Directors (Transition Coordinators) were hired and assigned to each Area. They oversee the Transition Student Relations Liaisons and provide support primarily to the targeted students at each of our schools.
- Transition counselors/directors were assigned to Transition teams to help students prepare for college and career.
- Academic counselors were added to Transition teams to help students prepare for college and career.

In addition, our English Learners are supported with the mandated 30 minutes of instruction for English Language Development. Teachers are using the adopted materials, including *Benchmark*, *Inside* and *Edge* curriculum to support this instructional time. Teachers are using YouTube to provide pre-recorded lessons to EL students and are presenting it through Zoom in small group and one-on-one settings. Teachers are using programs like Flipgrid, Freerice, Listenwise and Readworks to build oral language, increase vocabulary, and develop students' listening comprehension skills. Writing assignments in Google Docs allows teachers to provide immediate feedback to enhance students' writing skills. Rosetta Stone is being used by all of our newcomers to develop early English language skills. Our teachers and administrators are actively honing their skills by attending webinars on distance learning for ELs at the state and regional levels, including attending the AVID Excel virtual training.

Regular messages are being sent to parents from the district and superintendent and these messages have been translated into the five prominent languages. Our district home-school liaisons work with sites to connect our English Learners, foster youth, and low-income students with their teachers to ensure continuity of learning during this distance learning opportunity.

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

Our teachers have continued to participate in regular professional development opportunities; these trainings have heavily centered on new technologies and tools that support distance learning models. The district has created a distance learning website to provide teachers with resources and digital materials to use in the classroom. In addition, teachers receive regular updates from the Curriculum & Instruction Department with many resources and guides for how to work with students during this time. Teachers also have one-on-one support from district instructional coaches.

Instruction is being handled in 3-week cycles; students are able to complete and work for their lessons or are utilizing technology to complete work during each of the cycles. Students are given access to district-approved technology, including laptops and wi-fi hotspots. With this technology, students can access the publisher-provided materials for all core instructional areas. Students are meeting with their class using Google Meet, Zoom, and Google Classroom. Teachers also provide one-on-one instruction to students as needed using these electronic access programs or through telephone calls. Students are completing their work on a scheduled basis and they are provided regular feedback by the teacher. Students are also using personalized learning programs, like i-Ready, that provide targeted instruction and immediate feedback based on the work completed by the student.

Specialized instruction is also provided to students during the distance learning period. Students in 7th and 9th grades, for example, are receiving their state-required instruction in health. Music instruction is occurring in grades 1-6 using the Spotlight in Music curriculum. Students

enrolled in band and choir are using distance learning systems to continue to hone their music skills, directed by the teacher. EL students are receiving instruction by their teacher using established curriculum in addition to using video support through YouTube and Zoom. Special education students are meeting with their regular education teachers and are receiving additional support through electronic means to meet the expectations of their IEP. Special education instructional aides and teachers are meeting with students online and on the phone to carry on and support their learning development. Speech therapists are providing minutes for the students in a synchronous environment.

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

Meal service during the suspension of on-site classes began Wednesday March 18, 2020. Clovis Unified selected fifteen meal service locations. Meals are provided Monday through Friday for one-hour per day. Meals are distributed by way of drive thru lines. Sites with a higher percentage of low-socioeconomic students also provide walk up access. Additionally, school buses are driven to twenty-five (25) bus stops in remote areas of the District. All employees and volunteers are required to complete a self-assessment, provided by the Fresno County Department of Health, upon arrival and if they have displaying signs of illness they are asked to go home. All employees and volunteers are provided gloves, masks and asked to maintain six feet physical distance from others at all times.

Initially, two bagged meals (one breakfast and one lunch) were handed to a person in the vehicle requiring minimal contact. Beginning May 6, 2020 we transitioned to a weekly meal service. A box with five breakfasts, five lunches, and a half gallon of milk are being provided for each student every Wednesday at the fifteen meal service locations as well as the bus stop locations. This change was implemented to further limit the exposure to COVID-19 for our employees, volunteers and community. A sign is posted at the start of each drive thru line requesting the driver of each vehicle to pop their trunk. Meal boxes are placed in the trunk of the vehicle, essentially a contactless process. At bus stops, meals are placed on a table outside of the bus or on the steps of the bus entry for contactless service. All surfaces on-site and on buses are disinfected throughout the day and every evening.

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

Beginning the week of March 16, 2020 teachers reached out to every one of their students via email or phone. Students were supported through this contact into the transition of the distance learning environment. Since that time, teachers have supervised their children in synchronous and asynchronous environments, meeting with the students virtually using programs like Google Classroom and Zoom. They have provided structure in the lives of our children by offering quality lessons and rigorous instruction. Teachers have also reached out to parents to support them as they support their children, providing them online resources, instructional ideas, and adopted curriculum. Work has been broken down into 3-week cycles with students offered an opportunity to pick up paperwork at the site (with social distancing measures in place) or to access work in the online environment.

Our Transitions Teams, SRLs and Resource Officers have been an integral component of providing supervision. They follow up with students who have not made contact with the teacher and when other means of communication with the child or parents has failed. They have assisted us with our goal of having all students engaged in productive learning during this pandemic. Our school psychologists are providing emotional wellness support during distance learning. Wellness videos have been produced for student use and school psychologists are meeting with students who have identified needs. Our ASES program Teaching Fellows have supervised students who are normally in their afterschool

program by making contact with them and following up with any needs they may have with distance learning. School psychologists are contacting caseload students and providing a safe space for those students requiring attention during distance learning.

Lunches have been provided to students at an unprecedented level. Extra personnel have been called in to supervise students during this process and to ensure social distancing measures are strictly followed. Transition Team members and other site personnel have delivered food to students who could not make the school site distribution.

Clovis Unified School District was prepared for distance learning through the digital citizenship accrediting process. All schools in our district are certified in digital citizenship by Common Sense Media. Students were taught lessons prior to COVID-19 about managing themselves in a digital world. Technology was provided to students who required it and the computer systems and filtering systems are in place to supervise and monitor online access, allowing students to access only sites that are deemed appropriate and educational.

California Department of Education
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