

## **Mid-Project Narrative Report – Fontana Adult School**

Fontana Adult School, situated in Southern California's Inland Empire, serves over 1,500 adult learners annually through a diverse range of programs including English as a Second Language (ESL), High School Diploma (HSD), High School Equivalency (HSE), Career Technical Education (CTE), and Citizenship classes. In its pursuit of educational excellence and accessibility, the school has made substantial progress in the implementation of its DLAC (Digital Leadership Academy) site plan. We began our journey with the (perhaps) overly ambitious goal of starting a distance learning option for each of our programs listed above. We have since then scaled down our goal to concentrate on one pilot class, and will be expanding a lot more gradually. While we would still like to see our original goal come to fruition, the work done through DLAC and Ideal 101 has allowed us to slow down and more thoroughly develop our program as we go.

The DLAC initiative began with the support of a committed team composed of our esteemed coach, Christina Hyatt, David Camberos, Lynnette Browning, Maria Camacho, and Rosa Cauble. Participation in Ideal 101 and the development of the site plan served as a catalyst for change by helping align programmatic goals with broader institutional and digital learning goals. This alignment enabled Fontana Adult School to approach technology integration not as an isolated endeavor but as a systemic improvement effort centered on equity, access, and innovation. It also served to deeply develop our technology goal on our Continuous Improvement Plan (CIP).

A major accomplishment this year was acquiring Canvas licenses for the school. This learning management system provides a robust digital infrastructure that supports online communication, content delivery, and student engagement. Teachers now have access to a consistent platform that facilitates instructional design and learner interaction in both synchronous and asynchronous environments.

In tandem with the Canvas rollout, the ESL Distance Learning (DL) Pilot Program was launched. This initiative was designed to provide flexible, accessible options for adult learners who may be unable to attend traditional in-person classes. The pilot incorporated digital tools and remote instruction strategies, extending learning opportunities beyond the walls of the classroom. With a focus on language development and persistence, the pilot is already showing signs of success in meeting learners where they are. Lead by Rosa Cauble, our ESL DL class utilized the Putting English To Work curriculum found on Canvas Commons.

Another key achievement has been the development and use of class hyperlinks in Microsoft TEAMS. These hyperlinks are designed to streamline student access to instructional resources, making it easier for learners to locate, navigate, and engage with course materials. This simple but powerful tool has laid the foundation for a more digitally fluent school culture, and the upcoming professional development in August 2025 will focus on making hyperlink creation a skill all staff can use effectively. The goal is that students will be able to click the links if they cannot make it in to campus, giving them the option to continue to participate from home (or wherever they might find themselves). This goal will still require teacher PD, ongoing support, and regular use of Microsoft TEAMS in class to make sure students learn how to navigate the platform and find their class links.

There will also need to be a new schoolwide habit of starting the online meeting links for each class in case students want to join online.

To support these efforts, significant investments were made in classroom hardware, including Bluetooth microphones, audiovisual equipment, and Poly cams. These tools have noticeably improved the quality of virtual instruction by enhancing sound clarity and visual engagement. For students attending remotely or engaging in hybrid formats, these upgrades have made learning more interactive and accessible.

In a commitment to equity, the school also began preparing for a professional development initiative on technology as accommodation. This training will equip teachers and staff with tools and strategies to support students with disabilities, ensuring that digital content and instruction are accessible to all learners, regardless of ability. This step affirms the school's dedication to inclusive practices in both physical and virtual classrooms.

Looking ahead, Fontana Adult School plans to launch its first fully remote ESL class by June 2025. This will serve as a capstone to the ongoing remote ESL pilot and will test the scalability of remote language instruction. Additional professional development will take place in August 2025, with all staff being trained on creating class hyperlinks, amongst other tech-related objectives. By May 2026, the school envisions that accessing educational materials through digital means will be a normalized and standard practice embedded in the school's culture.

Despite this momentum, we have not been without obstacles. The team encountered several challenges, including resistance to technology adoption—what was described as “techphobia.” Some staff members were hesitant to shift from traditional instructional methods, and the transition required not only training but also a change in mindset. In addition, students faced barriers related to limited access to digital devices, and new procedures for registration and testing posed logistical hurdles. The process of obtaining licenses for new digital resources also presented bureaucratic delays, particularly because some platforms were new to the district.

Professional development emerged as a recurring need throughout the project. As new tools were introduced and expectations around digital fluency increased, the staff recognized the necessity of continuous learning and support. Building confidence in using technology and aligning digital tools with pedagogical best practices became an ongoing focus for the team. Throughout the process, this PD has been facilitated one-on-one as needed. For next school year, however, we have scheduled a day of full PD with various sessions that will better equip our staff with tools they need to confidently integrate technology into their classrooms.

In response to these challenges, the school made strategic adjustments to its DLAC site plan. One of the most meaningful changes was in the collective attitude toward innovation. As training opportunities expanded and early adopters demonstrated success, more staff members began embracing technology. The gradual shift in mindset helped boost morale and cultivate a spirit of collaboration. The once hesitant response to digital tools evolved into enthusiastic participation, driven by the recognition that technology could meaningfully enhance both teaching and learning.

Throughout this process, support from DLAC, OTAN, and assigned coaches was critical. Their guidance helped the team navigate unfamiliar terrain, clarify goals, and implement effective practices. The sense of partnership provided by these external supports also reinforced the school's internal commitment to transformation. Further feedback on our site plan provided Destiny Simpson, our Ideal 101 facilitator, made it easier for us to consider more specific elements of our site plan and we have now embraced the idea that it is a living document that will continue to change as the plan progresses.

Reflecting on the journey so far, the team at Fontana Adult School describes its DLAC experience as both valuable and transformative. Beyond the technical milestones and new instructional strategies, the project has fostered stronger relationships among staff, clarified shared goals, and ignited a schoolwide culture of innovation. Technology is beginning to be seen as an integral part of instruction rather than as an external variable.

In conclusion, Fontana Adult School's mid-project progress demonstrates what can be achieved when a dedicated team, a clear plan, and strong external partnerships come together. The work done so far has already expanded access, improved instructional quality, and laid the groundwork for deeper innovation. As the team prepares for the next phase—culminating in the full integration of remote learning and universal digital access—it does so with confidence and a renewed commitment to meeting the evolving needs of adult learners in the 21st century.