

COVID-19 Operations Written Report for Willow Grove Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Willow Grove Union Elementary School District	Linda Smith Principal/ Superintendent	principalpaws4@yahoo.com 831-628-3256	June 2, 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.

Due to the March 17, 2020 San Benito County Shelter In Place order by the San Benito Public Health Department, Willow Grove Elementary School had to begin a school closure which canceled all school classes. As a result of the school closure, the staff implemented a process for distance learning for our 13 students. Fortunately, our school had a Parent Night the week prior to the closure and we had been able to explain to all of the parents the possibility of this impending closure. Since the parents of our school are predominantly Spanish speaking, this allowed us to explain what we would do and the procedure the school would follow if and when this were to occur. After the closure announcement, our school staff implemented the procedures which had been outlined for our parents.

The initial program for students included the delivery of paper instructional packets to each students which included all paper, pencils and other implements and materials as needed. These were available for parent pick-up at a designated day and time each week at the school site. Also, during the first two weeks, the staff was able to investigate each home for internet capability. We were able to provide internet for all students except one, who lived on a remote ranch where the owner would not allow the installation of equipment for setting up the internet. The second phase of the distance learning program, starting on week three, was the check-out for each student of the chrome books. These were used for students to access, over the internet, the learning tools. These were programs to which the school already subscribed and the students were somewhat used to their format.

Grading was very difficult because of a variety of reasons. Here are some of these reasons: 1.) the students did not have the teacher present for direct instruction so attention to task was often varied with other influences; 2.) learning remotely did not provide the most consistent understanding of the concepts by the student; 3.) the area in which the student worked at home was not always quiet and of the most suitable for that activity (example having a calf and a litter of newborn kittens in the living room where the student was working); 4.) as much as they wanted to be of help, parents were not able to assist the students with the packets of work and/or the online learning. Thus, the students were given Passing grades because up to this point, no one was failing their class. All students had shown progress during the regular school year up to the closure.

Special education student materials were supplied by the county designated sped teacher and included with the weekly student work. (One student was working with a special education IEP.)

Board meetings were able to continue to be held in person with social distancing and wearing of masks.

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

Just prior to the school closure, Willow Grove School had a parent meeting to explain the process and expectations of our students for continued learning if schools were to close. This was done since as the virus extended into California it looked like a closure was becoming a real possibility. Because of the very unique situation this would bring for our students and their families, we wanted to be sure that all parents understood the gravity and reasons for the closure. We also wanted them to understand that we would continue to support their children as much as we could with continued learning and that we expected the students to follow through with work we would send home. Approximately 85-90% of the students at Willow Grove School are low income and 85% are English Learners.

A few of our students who are considered homeless, live in a camping facility. Other students live in private homes in very remote areas or on ranches, again in extremely remote areas. The school worked to strategize with the local internet company to have internet placed in each students' home who did not already have the service. (50% of our students did not have internet connection. One student lives in a rural location where connection was not possible.) The service was able to be made available to all but one student at no cost to the students.

The students have been having a very difficult time doing their work to its' fullest extent and doing it accurately. The students are mostly relying on the teacher for assistance with the work. Parents work and most speak mainly Spanish. We found that many of the students were not getting up until late in the day. Teachers placed phone calls to talk to and read with each student in hopes to continue vocabulary development and assist with learning. When assessed, at home, we found scores in math and especially reading were quite depressed for many of the students.

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

As a result of the school closure, the staff implemented the following process for distance learning for our 12 students: 1.) Paper packets were made and distributed to each student at a given time each week. All work was standards based tuned to their particular grade level and abilities. The packets initially began as review only. 2.) Teachers placed phone calls to talk to and read with each student (3 - 4 days a week, am & pm), helping them with their work as necessary. This was also meant to help students with language and vocabulary development. 3.) During the 3rd week of closure, (after internet was established at most homes) students were assigned a chrome book to take home to use for instruction, completing lessons, and communication with their teacher. Teachers used Google Meets and various other methods for giving students instruction and development of skills. 4.) Phone calls continued for all K - 3rd grade students three to four times a week in the morning and afternoon. For the 4th - 8th grade students, phone calls were used as needed since many were involved with the Google Meets by the 3rd week. 5.) Packets were continued for all K- 3rd grade students and printed support materials for grades 4th - 8th.

Math, science and language arts programs were used on the chrome books for some of the learning across all grade levels. Special education student materials were supplied by the county designated sped teacher and included with the weekly student work.

Contact was made with parents over the phone and/or once a week in person as they came to pick up the new materials. Teachers and/or the principal gave suggestions and assistance to parents as needed who were experiencing some difficulty with student participation or had questions about the time frame of the closure.

Teachers attended, by Zoom, two conferences and seminars to learn more strategies to use within the distance learning modality. A seminar consisted of a series of 5 sessions (different days) that provided excellent insight and strategies for using the platform of Google Meets with the students. Since the district had been previously using several computer generated programs for language arts and math, no new programs needed to be purchased during this time.

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

School meals are not regularly provided by our school due to the very small size of the school and lack of facilities for such a program. However, during this school closure, parents and students were advised that they could procure meals at the high school drive through (Grab and Go). This was available every week day. The Food Pantry was always available for regular food pick up several times a week as well. Teachers constantly checked with parents and students to ensure that families had food and were not going without proper nutrition.

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

Our school does not partner with outside providers for child care during the regular school year. School hours are for students only and there is currently no extended child care before or after school.

During the school closure parents either had one parent who was normally at home or the parents worked within the local community for child care.