



COVID-19 Operations Written Report for Woodland Joint Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Woodland Joint Unified School District	Thomas Pritchard Superintendent	thomas.pritchard@wjusd.org 530-406-3202	

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.

On March 13, 2020, the Woodland Joint Unified School District closed all schools as a result of the Covid-19 pandemic, and developed a phased approach to the implementation of distance learning. There were many aspects of operations that had to be adjusted to address the challenges created by school closures, including:

providing school lunches at sites around the district in a grab-n-go format,
providing chromebooks and wireless hot spots (income dependent) to families who needed them,
providing some paper-based instructional materials for TK - 2nd grade students,
addressing the health and safety needs of employees,
cleaning and disinfecting all school sites and district buildings,
developing an online platform to be used by students and teachers, and
providing training for teachers who had little experience with teaching in an online format.

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

The Woodland Joint Unified School District recognizes the unique needs of and challenges that are faced by its English learners, foster youth, and low income students, and has provided distance learning resources and support to assist students and families. In addition to the specific strategies listed below, the district also established a Family Support Center, with a helpline in both English and Spanish, that is available to provide support to families, through assisting with procurement of basic needs, through technical support (i.e. with chromebooks), and through facilitating referrals for mental health support.

English Learners

The district has supported our Spanish-speaking English learner students and families by providing all materials and resources in both English and Spanish. As our classroom teachers have developed instructional resources, they are supported by our English Learner Specialists, who provide consultation and guidance in practices that support EL students. For students in bilingual programs, bilingual distance learning boards include daily Dual Immersion lessons and designated English Language Development lessons which provide access to primary language instruction, Dual Immersion instruction, and support for EL Spanish speaking families as well as required designated ELD instruction.

Foster Youth

During school closures, WJUSD has provided support to foster and homeless students and families by contacting them directly to inquire about their needs in the areas of food/shelter, education materials, providing contact information for district office during school closure. Families were provided distance learning resources(chrome books, hot spots, educational packets), IEP and/or 504 support by the home schools. YCOE, Yolo County Health and Human Services and WJUSD worked jointly on enrolling new families during school closure so the students could participate in distance learning and foster parents were aware of the support they could access. WJUSD ensured that students had access to any social emotional counseling that they received during the school year or new services as needed due to Covid-19.

Low Income Students

The district has provided targeted support for low income students through the deployment of chromebooks and internet hot spots for families who qualify, so that students would be able to access the online distance learning platform. Chromebooks and hot spots have been distributed to students in grades preschool through 12. Additional instructional materials have also been provided through a mailing to all preschool - 2nd grade students, who have less experience with using technology in the classroom.

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

The district's teachers, administrators, and staff have worked together to provide a high quality learning experience for students, with the understanding that students and their families may be unable to fully engage in distance learning due to family circumstances. In light of the challenges faced by families, the district has attempted to create a program that provides instruction to students and does not institute consequences for students who do not participate.

Phase 1: Voluntary Enrichment and Learning Opportunity

In the first few weeks of school closures, district staff planned and developed voluntary enrichment and learning opportunities for students to access, through both online resources and paper-based resources. Online resources were made available on the district and school webpages, and consisted of a learning plan with a daily schedule and links to programs and websites that students could use at home. Paper-based resources for elementary students were printed and distributed at the feeding program sites, for students and families who were not able to access the online resources.

At this same time, the district engaged in chromebook and hot spot procurement in order to provide devices to students and families that did not already have them. All families who are low income are eligible for a wireless hot spot, which provides internet access at home.

Phase 2: Planning and Preparing for Distance Learning

During this phase, teachers and administrators were organized into grade level and content area specific groups to begin working on our distance learning instructional program. Each group was tasked with developing instructional materials that would be delivered by all teachers at a grade level (elementary) or all teachers in a content area (secondary). Materials were developed collaboratively in order to ensure equity across classrooms and school sites. Additionally, during this phase of our implementation, teachers accessed professional development modules which were designed to support their understanding of the distance learning platform as well as how to support student needs during school closures.

Phase 3: Implementing Distance Learning

Starting on April 20, teachers began to implement distance learning using the materials created by the grade level and content area groups. In addition to providing instruction and meeting virtually with their students, teachers continue to meet with administrators and with their colleagues to plan and develop instructional materials for the coming weeks.

Evaluation of Distance Learning Implementation

On April 27, parents, students and teachers were given the opportunity to provide feedback on the first week of distance learning. Responses were received from over 500 parents, over 2000 students, and 248 teachers. These results were analyzed, reviewed with staff, and shared with the WJUSD Board of Trustees. A final survey has been released as well in order to gather feedback on the entire program of distance learning and get input on reopening schools in 2020-21. These results have also been shared with staff.

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

The district is providing lunch and breakfast for the next day to all children up to age 18 at ten distribution sites around the town of Woodland, as well as in the communities of Yolo and Knights Landing. Meals are served from 11 am - 1 pm, in a grab-n-go format to follow social distancing guidelines. Meals are provided regardless of whether students are present. Food services staff wear masks and gloves during food preparation and food distribution.

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

The Child Development Centers and Continuing Development Incorporated (CDICDC) organization operates child care centers at several school sites within the Woodland Joint Unified School District. During school closures, CDICDC has maintained operations at three school sites in order to provide supervision of students during school hours.