

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
[Woodside Elementary School District]	[Steven Frank- Superintendent]	[sfrank@woodsideschool.us 650-851-1571]	[06/09/2020]

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.

1. 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.

Woodside School transitioned to at-home learning upon the closure of the school site due to COVID-19. Administrators and teachers created a school-wide plan for delivery of curriculum and instruction, as well as for live interactions with students. Teachers in TK-1st grade utilized Seesaw to communicate assignments and deliver instruction via video. Teachers in 2nd-8th grade utilized Google Classroom to communicate assignments and deliver instruction. Each teacher also provided weekly opportunities for live interaction and instruction using Zoom video conferencing. Teachers were initially provided with two non-contact days to prepare for this change in delivery of instruction. During this time, professional development was provided for all teachers, and families received regular communication regarding the school’s progress towards an at-home learning program. Woodside’s teachers were able to offer access to a curriculum that focused on power standards in each subject matter, focusing heavily on the key areas of reading, writing, and math in order to prepare students for the next academic year. Students also received instruction in the areas of Science, Social Studies, World Languages (5th-8th grade), Design Thinking, Art, PE, and Music. Students and families received regular communication from superintendent Steve Frank, as well as from classroom teachers to help them to navigate these changes. Additionally, the Woodside Elementary School District worked with families to ensure access to technology and infrastructure at home, so that all students had equal access to instruction. Students with Special Education needs continued to receive specialist and resource support via Zoom on a regularly-established schedule. Woodside School also worked with families to identify students struggling with social and emotional needs during this time, and provided counseling support via Zoom. All of these facets of support allowed Woodside School to provide students and families with continuity of learning, and opportunity for academic and social growth during COVID-19.

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

Students in kindergarten and first grade have been receiving thrice weekly English Language activities and teaching videos through the platform SeeSaw. Through weekly communication with classroom teachers, the EL teacher is able to support specific academic needs each week. Students are frontloaded with new concepts in math, reading, phonics, spelling, and Social-Emotional Learning (SEL). Examples of activities include reviewing coins prior to a coin assessment, recorded fluency reading practice, teaching long vowel patterns, spelling sorts, SEL check-ins, and filling someone's bucket. Activities and videos provide support to lessons taught by the teacher online and provide an opportunity for additional practice/guidance. All activities require students to respond to show their understanding/mastery. Responses are then assessed and given additional support if needed.

Using the video-conference platform, Zoom, the EL teacher works individually with two third-graders (the group with the highest needs) supporting their daily classwork assignments in writing, reading, and math. Each student receives support for one-hour daily. Since students are learning to write a five-paragraph essay in narrative, expository, and persuasive format, she frontloads their needs in teaching proper grammar, expanding vocabulary, and

incorporating craft moves into their writing (e.g. starting with a "hook," using quotes, how to research a topic, writing strong and bold, etc.). Using graphic organizers, charts, and modeling safe online searches, students are guided through the writing process with scaffolding and structure. One student of the two students is reading below grade level and is provided extra support in reading nonfiction text and extra practice answering comprehension sentences using a complete sentence model. The student is being taught decoding strategies for tricky words, rereading for comprehension, and how to infer meaning with unknown vocabulary. Another student needs extra support in math and is shown strategies on how to read questions with the purpose to problem solve, how to show their mathematical thinking, and help breaking down problems step-by-step.

Using the video-conference platform, Zoom, the EL teacher also works individually with a second grader supporting her daily classwork assignments in reading fluency, reading comprehension, science, social studies, and phonics. Support is given for one hour daily. In reading, the student is building her reading fluency learning strategies to "read like she talks" and "scooping up" words at a time, getting a "running start" and decoding strategies for tricky words. They practice reading comprehension daily by responding to text questions using a complete sentence model. In science and social studies, the EL teacher assists the student in her assignments based on need. Further online research is provided if understanding/mastery is not shown. In phonics, she uses charts to scaffold lessons and assist in practicing rules online (e.g. inflectional word endings, identifying adjectives, etc.)

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

Upon receiving school closure orders mandated by the county, Woodside School prioritized continuation of instruction across all grade levels and subject matters. Woodside's staff and teachers implemented a two-stage rollout of curriculum and instruction delivery. The initial stage of distance learning focused on establishing digital systems for delivery of curriculum and instruction. TK-1st grade teachers set up Seesaw accounts for parents and students to view teacher-generated videos detailing at-home work. 2nd-8th grade teachers established or improved upon Google Classroom accounts, where instructional content was generated for students to view and interact with. All teachers generated daily lessons for students available by way of these digital systems. Additionally, specialists worked with classroom teachers to provide daily or weekly lessons in areas such as PE, Art, Music, and Design Thinking. The second phase of Woodside School's distance learning implementation focused on the addition of opportunities for live interaction. Teachers received training on platforms such as Zoom, and set up opportunities for all students to interact with their peers and their teacher on at least a weekly basis. This second step allowed for the school to address the needs of students more robustly, as well as to provide opportunity for important social and emotional interaction and growth. While teachers emphasized power standards at each grade level, defined as those standards that were most important to a student's academic development in terms of ability to succeed at the next grade level, there were a multitude of opportunities for students to engage in enrichment assignments and social interaction activities. While Woodside School has had to pivot from our typical mode of instructional delivery, our two-phase rollout of distance learning helped to ensure that students' academic, social, and emotional needs continued to be met during this time.

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

Amidst the current situation of sheltering in place and with the closure of schools, we have made all possible attempts to ensure that our students who participate in the Free and Reduced Lunch program, along with their families, continue to have access to meals that would have been otherwise provided had these measures not taken place. Since most of our FRL students reside in the East Palo Alto community, we have been in contact with the Ravenswood School District, providing these families with names of schools and addresses (6) within the proximity of their residence that are currently still providing lunches for each day of the week. We have also been in contact with the Redwood City School District and have as well, communicated the names and addresses of their schools to the families who wish to receive their meals from those locations (4). We continue to stay in contact via email/phone, most recently with information of the Phase I outreach program Pandemic EBT (P-EBT), as well as translating all information to our Spanish-speaking families making sure they have the means to receive these services.

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

Woodside School did not offer supervision during the pandemic. The LEA surveyed staff members and community members to gauge the need for such a program, however no interest was expressed. We have a designated paraeducator who is available to offer childcare support, should families or staff members decide that they need this service. As a whole, community members preferred to keep their children sheltered at home during COVID-19.

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