

COVID-19 Operations Written Report for Waterford Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Waterford Unified School District	Donald J. Davis, Ed.D. Superintendent	ddavis@waterford.k12.ca.us (209) 874-1809	June 11, 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.

Changes to program offerings made in response to school closures to address COVID-19 emergency:

- Schools were closed on March 19, 2020. Students were dismissed at the end of the school day on March 18th with take home assignments.
- All families were notified by the district that teachers would contact each student with information regarding continuing education through the closure.
- The district provided information regarding existing online content with links to appropriate grade level lessons and enrichment activities.
- Teachers were instructed to contact students and families at least once per week.
- Students at the secondary level are issued Chromebook devices and had these immediately available to interact with teachers via Google Classroom. Students and parents received notification to monitor assignments via the Student Information System (Infinite Campus) student / parent portal.
- Teachers informed secondary students of opportunities to improve grades by making up missed assignments, redoing assignments for a higher grade as well as the option of doing additional work for extra-credit.
- Intermediate students (grades 4 – 6) and families were notified to pick up hard copies of additional work at the district office. This work was standards-based and appropriate for the grade level and intended to carry them to the start of spring break (April 10th). During spring break the intermediate school staff issued Chromebook devices to students for use at home, to provide lessons and information on instructional resources, and to enhance interactions between students and teachers.
- Primary level students received the work that was sent home at the time of the closure, plus two additional “drive-up and pick-up” standards-based homework packets at appropriate intervals
- Throughout the closure, depending on grade level, teachers provided instructional materials, online content via Screencastify and real time lessons via Zoom and Google Meeting.
- The district maintained social-emotional counseling services throughout the closure, with optional in-person counseling sessions.

Major impacts on students and families:

- Many families reported being grateful that the teachers reached out to them and provided work.
- The level of engagement of students varied from quite robust to very little or non-existent. At the secondary level principals and teachers made a concerted effort to encourage students with low or failing grades to login and complete or redo assignments in order to raise their grades. While this produced positive results for many students, a few students failed to take full advantage of the opportunities.
- It is presumed that many of our youngest students will not have made the cognitive gains in literacy and numeracy normally associated with a traditional school year.
- It is presumed that a number of students' social emotional wellbeing was adversely impacted and will need attention when school reopens.
- It is presumed that learning gaps exist and will require strategic interventions.

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

The Waterford Unified School District has an Unduplicated Pupil Percentage (UPP) of 84% low-income, English Learners and foster youth. Accordingly, all of our efforts are principally directed to service students from these demographics. WUSD teachers are trained to appropriately scaffold lessons and materials to meet the learning needs of their students with poverty and language barriers. (Note: WUSD has very few foster youth and they receive appropriate individual attention as necessary with open lines of communication with foster parents.) Specifically, WUSD met the needs of low-income, English Learners and foster youth by:

- Providing links to online English and Spanish materials
- Providing translations of phone messages, texts and emails to Spanish speaking families
- Providing one-on-one teacher check-ins to discuss learning materials and expectations
- Providing opportunities for enrichment in the target language via teacher-produced material and access to online activities
- Providing home delivery of instructional materials for families without transportation
- Providing Chromebooks to all students in grades 4 – 12
- Providing personal contacts to encourage students to login and complete assignments and optional enrichment activities
- Providing social-emotional counseling services and optional in-person counseling sessions

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

The Waterford Unified School District took the following steps to continue delivering high-quality distance learning opportunities:

- Provided professional development (PD) to teachers to utilize digital platforms for delivering instruction
- Expanded learning opportunities for students with links to standards-based instructional materials and enrichment activities
- Conducted collaborative faculty/admin meetings via Zoom to plan the ongoing delivery of instructional materials, and to share best practices.
- Coordinated the development of grade-level instructional packets for parent pick-up
- Instituted weekly contact logs to verify that each student and family were reached

- Credited secondary students for completing or redoing assignments for grade enhancement
- Issued one-to-one Chromebooks in grades 4 – 12 to support online learning opportunities.

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

Waterford USD operates a "community eligible" meals program, in that all students receive free-priced meals district wide. During the school closure "grab and go" meal locations were established at Richard M. Moon Primary School and Waterford High School. Students received that day's prepackaged lunch and the following day's prepackaged breakfast. To reduce the possibility of COVID-19 spread by reducing the number of interactions, the Nutritional Services division transitioned to a Monday and Wednesday "grab-and-go" meal delivery system. On Monday, a family member picked up meals for Monday and Tuesday, then on Wednesday picked up meals for the remainder of the week. Nutritional Services workers wore personal protective equipment (masks and gloves) while preparing and distributing meals. Those picking up the meals social distanced themselves at the pick up locations, Nutritional Service workers provided friendly reminders as needed. Information regarding meal pick up was sent home in English and Spanish via telephone, text and email messaging, and was available on the district website.

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

The Waterford Unified School District did not provide day care or student supervision during the school closure. On a case by case basis, employees with bonafide child care needs were excused from work during the closure.