

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Williams Unified School District	Edgar Lampkin Ed. D., Superintendent	elampkin@williams.k12.ca.us (530) 473-2550	June 18, 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.

Williams Unified closed on-site instruction and learning on March 18, 2020 due to COVID-19. In order to continue to communicate with parents/students and provide for instruction/student learning, we searched for resources, developed/duplicated learning packets and posted on-line resources on our school and district websites. Through phone calls and social media, we informed parents. We also opened our Family Resource Center, which was staffed by two essential workers and a parent volunteer, to serve as a hotline & point of contact for the families in our district. In addition to providing interpreting & translation services, the Center staff provided telephone support to parents, students and staff with questions related to the use and access of technology. The Center has also developed a manual for parents explaining how to use Google Classroom and has provided parents with training in how to use other district offered technology applications "Grab and Go" food pick-up began on March 19th and has provided us the opportunity to distribute learning packets to students along with meals. Teachers were provided with two weeks of staff development by our IT Coach and Teacher Professional Development platform (Modern Teacher) to support distance learning training. This training included: Synchronous & Asynchronous Learning; developing playlists; use of Google Suite, Zoom & Google Meet. The training helped teachers learn to prepare and use playlists for on-line instruction and how to make contact with students on-line via a synchronous and asynchronous approach. Teachers also communicated via e-mail and/or by phone. During these two weeks, office staff and administrators distributed one-to-one devices for distance learning to students in need. Distance on-line learning for students began on April 20th. However, due to a lack of Internet access, about 1/3 of our students had to continue learning using packets. As a result, a three-stage plan designed to obtain Internet access for our families was developed. Stage 1 of this plan for connectivity was through the only internet provider in our county (Frontier) and cell phone hotspots from Verizon for those who were not able to access Frontier. The second stage will be through hotspots that are being provided by T-Mobile at a low cost (\$20 a month) with support from the California Department of Education. The third stage is connecting to EduNet city-wide via radios and antennas that will be purchased and installed, hopefully by the end of the summer. The internet connectivity stages overall will cost the district about **\$303,898.00**. This investment will make it possible to provide access to all students in our district now and in the long term. In closing, as this report is completed, we will be providing for all students a Virtual Summer school program through Modern Teacher summer school Playlists of 20 days for grades K-8 to make up for loss of learning. For grades 9-12, Dual-enrollment on-line college course will be offered in partnership with Woodland Community College and through AVENTA, on-line credit recovery will be required for students who are credit deficient. The next steps will be to plan for school return and how that will look like.

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

Almost all of our students are English learners or former English learners (55% ELs & 34% RFEPs). The majority of our students are also low-income (91%) students. Demographically, our students are 93% Hispanic/Latino. About, 0.2% of our students are foster youth and 12% McKinney Vento identified (due to Migrant farm working families that live a temporary substandard housing Migrant Camp).

To meet the needs of foster and homeless youth, our district actively engages with Colusa County Office of Education (CCOE) through the Executive Advisory Council and participation in CCOE sponsored trainings related to serving foster youth. We use Foster Focus to quickly identify new foster youth to the community and our two liaisons provide 1:1 services to these youth in order to expedite their prompt enrollment in school and other programs/ services to meet their needs.

To meet the needs of English learners, low-income students and foster youth, teachers are using integrated units in their playlists, targeting grade-level standards, embedding activities to support socio-emotional learning, and including SEAL (GLAD) strategies that are online-friendly. The district is also providing our students with access to supplemental distance learning and online software such as: Imagine Learning Reading and Math; Footsteps2Brilliance; I-Lit ELL; AVENTA, etc. Prior to COVID-19, TK-6 teachers were implementing SEAL study units that are aligned to CA State Standards & the CA EL Roadmap in order to meet the needs of English learners per the State Board of Education's EL Roadmap policy. At 7-12 grades, ELD classes support ELs. In addition, we are working towards implementing integrated and designated ELD. After the closure due to COVID-19, the professional development focus moved to online learning and then to Linda-Mood Bell reading for TK-8. The goal is that, upon returning, we can begin to implement a tiered system of support TK-12 with a focus on literacy.

We continue to provide learning packets to about 1/3 of our ELs, particularly migrant families, that lack Internet connectivity. We have received a donation of 250 Chromebooks facilitated through the California Department of Education that have begun to be distributed to our students that needed devices. In addition, we are scheduled to receive and 250 hotspots from T-Mobile. Learning through packets that are both in English and in Spanish (for those students that need it) has not been as effective for our English Learners. For the majority of our students on-line distance learning has been a new learning experience, just as much as it has been for our teachers. Our board adopted a "hold harmless" distance learning policy in an attempt to give our students and teachers that flexibility to learn, experiment and grow in their comfort level of on-line distance learning. Internet connectivity has been the biggest challenge for our district. We do not feel we have been able to properly address the needs of our most disadvantaged students due to lack of connectivity in our community and the fact that our teachers had not done Synchronous and Asynchronous on-line instruction previously. Being thrust into his experience increased anxiety for many students and staff. However, we were able to begin the experience of distance learning, are prepared to continue to grow in distance learning and in learning how to better meet the needs of our English Learners, Low-income and foster youth students through distance learning.

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

As mentioned above, a three-stage plan was developed to provide Internet access for our students. Despite that plan, we are still not meeting the needs of about 1/3 of our students by providing high quality distance learning because they do not have Internet access. We immediately made online resources and packets available to our families, while our staff was trained in online distance learning instruction through Modern Teacher (TK -12) and dual enrollment courses using CANVASS (9-12). Our delivery of distance learning was broken into three fast-and-furious Phases: Phase 1 - Preparing independent packets and posting online resources on our websites for our parents and students to access during the first 2.5 weeks of school closure; This gave us the opportunity to train staff and deploy devices to our students. Phase 2 - Starting distance learning online with our teachers planning and delivering online instruction via Synchronous and Asynchronous playlists (lesson plans) that included live and recorded blended instruction and learning; and Phase 3 - Closing the school year while continuing to provide distance

learning, socio-emotional support, as well as preparing for Virtual Summer School K-12. We now have noticed an increase in socio-emotional instability and those effects have become an additional priority that we have needed to address via our Learning Support Specialists (Trained and certified counselors that are also PPS credentialed). Due to the Shelter-In-Place order which resulted in family problems, loss of work, isolation and many other factors, our community experienced an increase in attempted suicides and emotional problems. Nevertheless, amid all of this chaos and change, we need to give kudos to our staff for their spirit of collaboration and their willingness to switch their instructional methodology and embrace technology as teachers implemented distance learning. And, of course, we owe much to our boots-on-the-ground essential workers who have been feeding families, providing phone and one-to-one appointments to support our families and students (in our Family Resource Center) as they participated in distance learning.

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

Beginning March 19th, one day after closure, our Food Service staff began providing meals for our students daily. Two meals (breakfast and lunch) have been provided via drive-thru and pick-up meal distribution. We began by serving about 200 meals per day and have grown to about 650 meals per day (this includes a breakfast and a lunch meal). During Spring Break, while our Food Service staff took their vacation, Colusa County Office of Education continued to provide meals for our families. In addition, the Williams Community Church also provided bags of groceries to our families and continue to do so, on a periodic basis. Social distancing practices have been, and continue to be, followed as we continued with Shelter-In-Place at the state level and locally. In Colusa County we have only had 3 identified cases of COVID-19 and no deaths up to the end of May. This was even after the migrant camp opened on April 22 and enrollment our migrant students took place. The migrant families arrived from Mexico, Arizona, Texas and other areas of California with their families for temporary agricultural employment and are considered McKinney Vento, due to living in substandard housing at the Migrant Camp temporarily (April to October). Colusa County Office of Education has been providing childcare services for migrant families and has served meals at the migrant camp for our students. They will continue to provide meals at the camp throughout the summer.

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

Prior to the opening of the migrant camp, CCOE provided the district support by contacting all migrant families who were in transit to Williams. County staff was able to share information with families about COVID-19 and the guidelines in Williams. They also gathered information from each family that included the number of adults and students, including their ages, that we should expect to arrive and the any family needs. This information was provided to the district so that we were able to prepare for each family's arrival and organize learning packets for each incoming student. In addition, the CCOE provided a backpack with school supplies for each student and we placed their learning packets in their backpack which were delivered to the camp. Upon the families' arrival, they were provided with a box of food supplied by the Williams Community Church, a backpack of school supplies and learning packets for each child and school registration information.

Since April 22, Colusa County Office of Education has been providing childcare services for migrant families who are essential workers. We have not provided childcare or services of supervision for students. Due to our county being in Shelter-In-Place, our focus has been to provide essential services related to distance learning, such as: packets for distance learning; checking students/staff out of school; deployment of devices for online learning; and planning to meet state guidelines after transitioning back to on-site instruction according to the phases outlined by the state and our county. Mothers who are stay-at-home mothers provide care for their children while the fathers work in agriculture or other rural jobs. Families have expressed concern, fear and worry; nevertheless, families have been doing a terrific job of making sure that everyone

is following state and local guidelines for Shelter-In-Place. The result has been an extremely low number of cases of COVID-19 in our county (3 up to end of May and 7 cases in June) and no deaths.

Our Family Resource Center has established a Facebook page to continue to communicate with parents and to support their expressed needs. School administrators have made home visits to families with children who have not logged in to distance learning during ordinary school hours to deliver learning packets and check to see if they need any other type of support.

In the near future, we will post a parent questionnaire on our district website to gather more parent input regarding their needs and get their feedback regarding our implementation of distance learning. We will also be putting together a Task-force with representatives from our stakeholders and bargaining units to receive input and put a plan in place for “Return to School.”

California Department of Education
May 2020