

COVID-19 Operations Written Report for Willow Creek Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Willow Creek Academy	Emily Cox Head of School	415-331-7530, ext. 213 ecox@willowcreekacademy.org	6.28.20

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.

In the weeks leading up to the shelter in place order, teachers prepared students by teaching them to use Google Classroom to review and post assignments and participate in discussions. On the last day of school prior to the shut-down, teachers sent students home with supplies, books (and several students received Chromebooks). Willow Creek Academy moved to entirely distance learning beginning on March 16th, 2020. Teachers delivered synchronous whole class and small group instruction and asynchronous instruction through Google Classroom and Zoom. In addition, students were assigned lessons using online math and reading programs, including Dreambox, Epic and Reading Eggs. Students participated in community building through school assemblies, special events and class meetings on Zoom. Students who did not have access to technology at home were provided with school ChromeBooks. Families without internet access were provided information on how to get free internet or were given paper copies of classwork to keep up with the curriculum. Students with access and engagement difficulties were provided with 1 on 1 support from support staff and classroom teachers. School leadership also created surveys for parents, teachers and students to get ongoing feedback on effectiveness of distance learning.

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

WCA provided several systems to support our EL, foster youth and low income students (EL, FY, LI) outside of the general classroom support structure. In order to ensure that all students had the supplies needed to complete their work, Chromebooks and chargers were provided for all students who did not have access to a computer at home. Families who did not have home Internet access were given access to wireless hotspots. Teachers also provided printed work and workbooks for some students, which were either picked up or delivered directly. WCA provided EL, FY and LI students with the opportunity to work individually or in small groups with intervention specialists, counselors and support staff. EL, FY and LI K-3 grade participated in online small group intervention with specialists and received individual or small group support from classroom teachers online or through Zoom. EL, FY and LI students in grades 4-8 received small group and 1 on 1 support from teachers during office hours or other designated times as needed. Differentiated and self-paced online instructional programs provided

additional support to EL, FY and LI students. Volunteers were paired up with students identified for additional support and tutoring in some classes.

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

As a K-8 school, our middle school and elementary school instructional opportunities differed slightly, but all students had the opportunity to engage in high quality instruction. Within the first week of remote learning, students were given accounts and support to access online learning programs such as Raz-Kids, Reading Eggs, NewsELA, Pearson Math, Dreambox and ReadWorks. Teachers delivered synchronous whole class, small group and/or 1 to 1 instruction to students in Zoom or Google Meets and asynchronous instruction through posted assignments, recorded lessons, discussions, recorded lessons on Google Classroom. In addition, students were assigned self-paced or differentiated assignments with online math and reading programs. In addition to core subject areas, all students received physical education through weekly on-line workouts. Art, music and Spanish instruction were provided via recorded and live Zoom lessons. Students participated in community building through school-wide assemblies and special events. One day per week was dedicated to voluntary electives (many of which were provided by parent volunteers and some middle school students) including drawing, stress management, and community activism. Middle school teachers worked with students to develop the school's first on-line school newspaper.

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

WCA partnered with the local school district (SMCSD) and World Central Kitchens to ensure that meals were provided to families in need beginning on the first day that school was closed. Breakfast and lunch were prepared on site and available for pick-up at both the WCA campus and the District campus, for the convenience of families who reside in Marin City. Parent and staff volunteers assisted in meal delivery and serving food. Social distancing practices were put into place and enforced, ensuring safe meal pick-up. All employees and volunteers wore masks and gloves. Once we were able to perfect these opening practices, we expanded our food services to include dinner. WCA also partnered with the SMCSD, a local food bank and private fundraisers to provide bags of perishables and non-perishables once a week. Families were able to receive one of each bag each week.

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

Within the first two weeks of remote instruction, several teachers shared concerns about students who had not shown up to meetings nor submitted any work. Our admin team began collecting names, as our teachers continued to reach out to families. Once we compiled a list of names, we worked with individual teachers to find out more about their specific concerns about each individual student, as well as gathering information on the best way to contact the family. We then reached out to student support specialists, intervention specialists, and enrichment specialists and created a system for checking in with and supporting our at-risk students. Each staff member within those teams

took on 3-8 students and communicated on a regular basis (with the students and families). In addition, we created a Google Sheet for taking notes on the students, allowing for the sharing of information between the classroom teachers and the specialists supporting those students. This system allowed us to ensure that we were monitoring all students while also helping our support staff to engage in the classrooms and in supporting the students. There were also several teachers who provided in-person instruction (2-3 students) on campus in outdoor areas, once or twice a week.