

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.**

March 13, 2020, SUSD held an emergency Governing Board meeting addressing COVID-19 school dismissal recommendations received from the Los Angeles County Office of Education (LACOE) and Governor Newsom’s office. At that time, school dismissal was anticipated for a three-week period. Schools were encouraged to provide assignments to maintain student skills. SUSD had prepared packets to address learning in the event of individual student quarantine (15 days) for COVID-19 so we used those materials during the initial school dismissal period. On March 20, 2020, it was determined that schools would remain in dismissal until May 5 and SUSD announced that a full asynchronous distance learning program, including lessons designed by each student’s regular classroom teacher and teacher office hours for parent/student support, by March 30, 2020. Between 3/20 - 3/30 SUSD distributed Chromebooks to all families in need (over 5,000) to ensure access to distance learning and worked to assist families with Internet access through a variety of free offerings. Following feedback from parents and teachers, SUSD trained its teachers in the use of synchronous instructional tools (Flipgrid, Seesaw, & Google Meets) to allow more live engagement between students and teachers. The emphasis of this synchronous time was on SEL activities to maintain relationships and promote positive mental health. SUSD used its counseling and administrative staff to provide regular check-ins with students who were having difficulty connecting to the on-line environment. SUSD special education staff coordinated services for students (SDC classes, Speech, OT, APE, & PT services) and modified classroom lessons for our students in RSP to access instruction. Special education services included a variety of synchronous and asynchronous support during dismissal. SUSD had to “build the plane while flying it” to address keeping people safe/healthy, delivering high-quality distance learning opportunities, and ensuring all of our employees were paid during the closure, but together the school team and the family team came together to provide learning between March and June.

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

Enrollment for our English Learners, foster youth and low-income students was closely monitored. Counselors and site administrators regularly contacted families who had not logged in to classrooms. Synchronous SEL focused sessions with teachers and Question of the Day assignments helped to ensure emotional well-being of students. Behavior Support Team and school counselors provided outreach assistance with the social/emotional well-being and student behaviors. Chromebook resources and student workbooks were provided to assist all students with accessing instruction digitally and paper/pencil. Weekly parent check-in forms were collected to allow for accountability of participation as well as provide additional feedback to each site administrator, teacher, and district staff.

Designated ELD instruction was provided to all English Learners, grouped by language proficiency, through distance learning with the Google Classroom. Video lessons, focused on language functions, included weekly activities allowing students to post responses in writing and orally. All EL students were provided with access to the Rosetta Stone program for continuous language practice. Video lesson instructions were provided for parents (English and Spanish). The District Translator provided one-to-one support to parents as needed. Parent Square communications also offered parents' their language of choice. Additional language services were offered through the District Translator, EL Family Liaison, and a contracted translation company.

SUSD's Homeless/Foster Youth Liaison actively collaborated with other SCV school districts, community organizations and DCFS to maintain up-to-date information and provide available resources to students in need. District staff attended LACOE Student Support Services meetings understand current guidance and obtain additional resources for families. Meal support (3/day) was provided at three district locations. Additional resources (Wi-Fi services, groceries, medical/dental services, mental health services) were provided based on individual family need.

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

SUSD began distance learning emphasizing maintaining academic skills. Packets and online practice supported appropriate grade-level standards. When it became clear that school dismissals would last through May/June, we shifted to distance learning that allowed for new and classroom specific learning of grade-level standards taught in the spring of the school year. Each teacher was provided a structure for developing Google Classroom based lessons that met the instructional pacing and demands of their students in their individual class based on the progress made prior to March 13. Daily asynchronous assignment/instruction structure (see topics below) allowed each teacher to provide office hours each day to meet with parents or students who desired additional support. Office hour support was in addition to responding to emails/posts received from parents/students throughout the day. Students were expected to respond to a Question of the Day (SEL or academic specific to each classroom). As of March 30, the distance learning structure was altered to provide the synchronous SEL component for small groups of students (a minimum of once per week). Teachers used a variety of platforms for their instructional delivery – Google Meets, Seesaw, Flipgrid, Zoom, etc. While student lessons were aligned to California grade level standards, used District adopted core text resources, and followed appropriate content progression, each classroom teacher continued to design instruction to meet the needs of their individual class/students. Special education teachers and service providers refined individual student instruction as appropriate to the distance learning format to address student IEP needs during the closure.

**Topics:** TK: Phonemic Awareness, Phonics, Reading, Listening/Social Skills, Math, SEL/PE (daily), Science & Social Science twice/week.  
**Grades K-2:** Phonemic Awareness, Phonics, High Frequency Words/Fluency, Vocabulary, Reading Comprehension, Writing, Math, PE/SEL (daily), Science & Social Studies twice/week. **Grades 3-6:** Vocabulary, Reading Comprehension, Writing, Math, PE/SEL (daily), Science & Social Studies twice/week.

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

SUSD partners with SCV School Day Café, sponsored by the Santa Clarita School Food Service Agency, to provide meals to its students. During the dismissal period meals were offered at three District schools (Cedarcreek, Rio Vista, Santa Clarita). These meals were funded by the USDA, and were FREE to children ages 18 and younger.

In order to accommodate current DPH guidance for meal distribution, each SUSD site offered Grab-n-Go meals. Each meal met the USDA guidelines for nutrition services within schools. SUSD served approximately 2,200 meals each day. Our Santa Clarita Elementary School site provided the most meals each day (averaging over 1,000/day).

Each site followed DPH guidance for distribution of meals. This included appropriate traffic management, PPE usage, social distancing, etc. SCV school districts also worked with the Los Angeles Sheriff Department to ensure traffic management during distribution. All site administrators worked on a rotating schedule to ensure appropriate support and employee coverage at the three District sites during the closure.

Meals were served between the hours of 12:00 pm and 1:00 pm Monday through Friday (final date June 12). Meal distribution continues through July 31, 2020 with meals being distributed between the hours of 9:00 am and 10:00 am. Regular communication was provided on meal distribution locations through our Parent Square system and through social media. Communication was provided in English and Spanish.

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

Due to the Safer at Home order, the SUSD Child Development Program (CDP) closed on March 16, 2020. The SUSD CDP is an enterprise/fee-based program that is funded independent of state or local district funds. Pursuant to childcare guidance and restrictions outlined by the Department of Public Health, we were not able to continue to provide childcare services during the dismissal period. SUSD has three state preschool programs and one ASES program for after school support. State preschool classes provided distance learning opportunities (including synchronous and asynchronous instruction) for students. The ASES program also provided online social emotional interactions as well as enrichment activities during the Safer at Home order. Regular communications were provided via Parent Square, emails, and social media platforms regarding school procedures, food distribution information, a debit card application processes (Pandemic EBT) for qualifying families, and local facilities that were available for child care in the area.