# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Simi Valley Unified School District | Dr. Hani Youssef, Asst. Supt. | [Hani.Youssef@simivalleyusd.org](mailto:Hani.Youssef@simivalleyusd.org) | June 23, 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.

Simi Valley Unified School District has approximately 16,500 JK/TK-12 students and employs close to 2,400 staff members. Classroom teachers make up close to 850 members of our staffing. On March 12, 2020 a decision to close schools for one week due to the global pandemic crisis. During the week of March 16, 2020, our staff prepared for Distance Learning in the event that an extended closure was to take place and online enrichment activities were provided to students. Spring vacation was the week of March 23, 2020. Prior to spring vacation, we announced we would remain closed through May 1, 2020. That decision was made on March 18, 2020. At that time, we shared our short-term Distance Learning plan with staff, students, parents, and the community. On April 1, 2020, all Ventura County School Districts agreed to keep their campuses closed through the end of the school year in support of the coronavirus mitigation effort. That is when we shared our long-term Three-Phase Distance Learning Plan with staff, students, parents, and the community.

Phase 1 (weeks of March 16 and March 30) was our Enrichment Phase where we provided a web-based collection of enrichment activities to students. Students were not expected to produce or submit work samples that would be evaluated or graded.

Phase 2 (weeks of April 6 and April 14) was our Extension Phase where we connected students to standards-aligned activities using a variety of district-adopted learning platforms. Students were not expected to produce or submit work samples that would be evaluated or graded.

Phase 3 (week of April 20 through June 5, 2020) was our formal Distance Learning timeframe where formal instruction, feedback, and student attendance was required. Various accountability measures were used by teachers and communicated to students and parents.

Google Classroom is the district’s primary online platform for instruction. Knowing there are families who needed devices to access instruction from home, we scheduled, programmed, and distributed close to 4,000 chromebooks to students needing a device.

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

Out of 16,500 students, SVUSD has an English Learner population of 12%, a low-income student population of 36%, and 66 foster youth throughout the district. In addition to providing meals and devices to support the use of technology, students were able to pick up hard copy assignments, textbooks, reading books, consumables, writing supplies, drawing supplies, and other material during school closure. SVUSD teachers tailored instruction to meet the individual needs of all students. In particular, a great deal of emphasis was placed on English Learners, foster youth, low-income students, and students with disabilities. This targeted assistance was provided through various synchronous and asynchronous means that included, but were not limited to, telephone calls, e-mail exchanges, Google Meet sessions, and Zoom sessions. In addition to instruction and support provided by teachers of record, the district’s intervention teachers and Title teachers provided differentiated lessons to students needing language support, accessing the material, or other academic support. Paraeducators also supported English Learners, foster youth, and low-income students through various forms of technology as needed. Staff members would also check-in with students through various forms of communication. At times, the check-ins were targeted at students staff already knew would need support. At other times, check-ins took place because the student stopped participating or communicating during distance learning. For newcomers, the Rosetta Stone language program was made available along with myON, a reading program, to support students with their language proficiency and reading skills. SVUSD also worked with a non-profit partner, Assistance League of Conejo Valley, to provide a $100 shopping spree to Target for clothes. In addition, SVUSD distributed backpacks filled with school supplies that were received from various partners including VCOE. Mental health and emotional support wer also provided to unduplicated students through case managers, school counselors, school psychologists and other staff.

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

In order to support students during distance learning, we first had to make sure to support staff members and provide them with the necessary tools and guidance. A web-site of resources and virtual professional development was created, <https://sites.google.com/simivalleyusd.org/svusd-distancelearning/>, to provide ongoing support to staff members. We also collected numerous resources to support our families and community member, <https://www.simivalleyusd.org/covid19info>. Instruction was provided through various synchronous and asynchronous means. Google Classroom is the district-provided electronic platform. However, staff was encouraged to deliver content and instruction through various platforms based on their instruction and level of comfort. Teachers used Flipgrid, Zoom, Screencastify, Google Meet, and Seesaw to connect with students and deliver instruction.

Our secondary schools developed a block schedule for students to structure their academic day. Our elementary schools provided structured schedules through their individual school sites and teachers based on content-specific curriculum. Structuring distance learning in three different phases allowed staff, students, and parent to better prepare for evaluator work and grading. It also allowed the district and bargaining units to establish Memorandums of Understanding regarding working conditions and grading. In Phases 1 and 2, students were not required to participate by producing work and submitting assignments for grading. In Phase 3, students were required to produce work and submit assignments for grading. Taking into consideration the personal challenges students and families may be experiencing as a result of Covid-19, final semester grades for all students in JK/TK-12th grade were locked as of March 12, 2020, the day schools closed. Teachers were encouraged to change a student’s grade after March 12, 2020 only if it increased as a result of distance learning. Teachers were encouraged to not lower student grades during distance learning. To the best of our ability, end of the year activities and events like concerts, awards ceremonies, and graduations were provided through virtual mediums.

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

The SVUSD Child Nutrition Department pulled together an immediate and successful plan to feed our district’s children, off-campus and safely for all involved. On Monday, March 16th, Child Nutrition staff were called to prepare lunches at two central locations. Lunches were bagged and a drive-through pick-up system was created. In conjunction with the Simi Valley Police Department (who monitored traffic), parents with children present would drive through the schools’ parking lots and lunches would be picked up from a table at which the parent would stop and leave the car to get, or staff would place the lunch bag in the trunk of the car. A breakfast option was added to the meal pick-ups and the pick-up times were extended by 30 minutes in the second week. At the third week, a third pick-up site was created to accommodate more traffic.

With mounting concerns about the contact staff had with the public, the pick-up schedule was reduced to three days instead of five, but the same number of meals were distributed. On Mondays and Wednesdays, two breakfasts and two lunches were provided. On Friday, one breakfast and one lunch were provided. We have maintained this system for the remainder of school closures. As the crisis continued, our meal distribution numbers grew reflecting the growing need among our community and the growing awareness of the program.

WEEK 1-MARCH 16: 3,801 meals were served at Berylwood Elementary School and Santa Susana High School. Hours 11:30 a.m. to 12:30 p.m. Lunch pick up as drive-through.

WEEK 2-MARCH 23 (Spring Break): 6,138 meals were served. Hours 11:30 a.m. to 1 p.m. Breakfast and lunch pick up as drive-through. Breakfast added and hours extended by 30 minutes.

WEEK 3-MARCH 30: 7,852 meals were served. Added Park View Elementary School as a third pick-up site to accommodate need.

WEEK 4-APRIL 6: Highest child count 2,016 on 4/2.

WEEK 5-APRIL 13: 9,278 meals were served

WEEK 6-APRIL 20: 8,790 meals were served.   
WEEK 7-APRIL 27: 10,643 meals were served. This week, we went to meal pick-ups on three days a week. breakfast/lunch for two days on Mondays and Wednesdays and Friday is breakfast/lunch for one day.

WEEK 8-MAY 4: 9,767 meals were served.

WEEK 9-MAY 11: 9,563 meals were served.

WEEK 10-MAY 18: 19,338 meals were served

WEEK 11-MAY 25: 16,614 meals were served

WEEK 12-JUNE 1: 10,642 meals were served

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

Because all school sites in SVUSD are closed, the district does not currently provide supervision. However, SVUSD, does have a link on its website: Child Care for essential workers in Ventura County is available: <https://www.vcoe.org/childcare>. SVUSD is currently exploring options for the summer and the 2020-21 school year should it be necessary.

California Department of Education

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