

On March 12, 2020, in response to the threat posed by COVID-19 and the call to “flatten the curve” the Santa Barbara Unified School District made the decision to physically close its schools, providing remote learning for the remainder of the 2019-20 school year. The COVID-19 pandemic has shown that our schools are “essential workers” in this community, providing food, mental and emotional safety, wifi, and of course, learning. Our staff are to be commended for their commitment to their students, even as they attended to their own families and the stressors the Shelter-at-Home Order added to all of our lives. In addition, COVID-19 has more clearly exposed the inequities present in our society, including the educational inequities that exist in Santa Barbara.

Nearly three months later we look to the 2020-21 school year from an obscured vantage point. The intention of this report is to provide the board with an accounting of the planning that has taken place thus far and a description of the planning and decision-making that will occur over the next two months. On June 23, 2020 a second report will come to the school board to share updates on progress and present final recommendations for schedule models for Fall 2020-21.

### **Assumptions and Considerations**

District leadership began planning contingencies for the 2020-21 school year in late April. These contingencies are based on nine Assumptions and Considerations:

1. The COVID-19 virus will remain in circulation until a vaccine is developed and widely used. New broad stay-at-home orders and long-term school closures are unlikely as time goes by, but remain a possibility. In order to avoid these orders and closures schools will be required to teach and reinforce prevention behaviors such as frequent hand-washing, physical distancing and wearing of protective gear. In addition, frequent and thorough disinfecting of campus spaces is essential.
2. It will be safe for schools to return to “normal” operations when ALL of the certain requirements have been achieved:
  - a. The current stay-at-home order must be completely lifted.
  - b. The number of confirmed COVID-19 cases in the county (minus Lompoc Federal Prison) must remain constant or decline for a period of time to be determined by the public health department.
  - c. A directive regarding physical distancing and group gatherings has been established and implemented by county officials.
3. When schools are permitted to re-open, it is likely that operations will need to be modified to include:
  - a. Proactive screenings of students and staff for symptoms
  - b. Physical distancing in all settings (including home to school transportation)
  - c. Schedules of school days align with partner districts when possible.
4. Conditions are not likely to improve quickly enough to allow schools to achieve pre-pandemic operations.
5. Fear, loss, and isolation will result in the need for increased mental health supports for students and staff.
6. The economic impact of the pandemic will have significant and lasting impacts on schools.
7. Student and employee attendance rates may decline throughout the school year.
8. Student learning outcomes going into the new school year will be uneven.
9. There exist a broad spectrum of opinions in the community regarding government and school district responses to COVID-19.

## Readiness Scenarios

The prevalence of COVID-19 in Santa Barbara County in August 2020 will determine which instructional model is utilized beginning August 18, 2020. We are utilizing three scenarios to guide our planning:

Scenario #1: For public health reasons, campuses must continue with *full remote instruction*, and predominantly remote work being done by our workforce.

Scenario #2: In-person operations resume, including *hybrid instruction*, with limits and restrictions imposed by public health authorities.

Scenario #3: Campus operations largely return to full face-to-face instruction, but wherever possible, we will accommodate students, staff, and faculty who need or prefer to operate remotely due to continuing pandemic conditions.

While the Center for Disease Control (CDC) released broad guidance on conditions for full reopening of schools, state and local public health agencies have not yet provided school districts with clear direction on how to ensure the safest learning environment for students and safest working conditions for educators. It is expected that Governor Newsom and the state Department of Education will provide guidance at a later date.

## Schema/Decision Drivers

Regardless of the status of COVID-19 in Santa Barbara County two months from now, we must prepare for the reopening of school. We will not return to pre-pandemic conditions even if we are able to provide full Face-to-Face learning for all students. To guide our planning we have developed a schema that designates the drivers and priorities that will guide our decision making:

- **Instruction:** Our learning models will support student learning and engagement. Technology and devices will remain a key component to facilitate learning. Professional learning for educators will prioritize personalization, student agency, equity in learning, and curriculum co-creation so as to prepare us for the increasingly rapid evolution of technologies and societal needs ahead.
- **Health and Wellness:** Social emotional learning and mental wellness initiatives will address student and staff needs as we address traumas resulting from the impact of COVID-19. In addition, the district must focus heavily on providing the infrastructure and training needed to prevent the introduction and spread of COVID-19 in schools and district offices. Finally, the district will continue to provide nutritious meals to students, staff, and families, especially during this time of economic distress.
- **Facilities and Operations:** It is essential that the district develop and communicate very clear guidelines for school and district operations in response to COVID-19 as they pertain to transportation, cleaning, and safety protocols.
- **Community and Family Engagement:** Our families and the community are our partners in the education of students. We are committing to the active engagement of these partners throughout the process of reopening school and into the school year. Ultimately decisions will be made by district leadership, however the input of students, parents/guardians, community and government agencies, and south coast residents is essential. In addition, we will continue to provide programming that supports the well-being of all families.
- **Governance and Leadership:** Strategic leadership that provides transparent accountability throughout the reopening process is the overarching driver. Leaders will coordinate services and execute policies through a lens of equity and access.

## **Timeline**

The first six weeks of the stay-at-home order required district leadership to focus on the transition to and management of remote learning, including instruction, grading, student and staff well-being, and feeding families. By the last week of April, we were able to start turning our focus to the task of planning for the opening of school on August 18, 2020. Given Governor Newsom's April 29, 2020 statement that, "We are not going back to the way things were until we get to immunity or a vaccine" we set about creating a plan to reopen schools wherein we are required to follow physical-distancing as well as enhanced health and hygiene guidelines.

On April 29, cabinet established a timeline for accomplishing the necessary tasks:

- Generate Models of Schedules for Learning for Fall 2020 (Completed May 1, 2020)
- Evaluation of Models - Leadership, SBTA, Certificated Staff (May 2- June 4, 2020)
- Identification of Scenarios that will influence the final decision (Completed May 11, 2020)
- Development of a Schema (Completed May 26, 2020)
- Identification of Assumptions and Considerations (Completed May 28, 2010)
- Creation of parent and certificated staff surveys (Completed May 29, 2020)
- First Report to School Board (Completed June 9, 2020)

The remaining tasks will be accomplished during the following windows of time:

- Select and Present Models for Hybrid Scenario (Expected June 23, 2020)
- Implementation Planning and Execution (June 24 - August 17)
- Online Implementation, Evaluation, and Adjustment (August 18 - )

## **Certificated Staff Survey**

A joint team of district leadership and Santa Barbara Teachers Association (SBTA) representatives met several times to evaluate possible models for reopening school in a hybrid learning scenario. When the team had narrowed a larger number of possible models down to two for elementary schools and three for secondary, the next step was to survey certificated staff in order to get teacher input on the models selected by the joint team. Respondents were asked to choose the model they preferred (secondary staff were also asked to indicate their second choice). The survey also asked a question about interest in teaching in a 100% Remote Learning setting. The survey also asked respondents to give a rationale for their choice. In addition, a Question and Answer document was provided so that staff could ask questions and express their thoughts prior to completing the form. The survey was completed by over 400 certificated staff, indicating a response rate of over 50%. At the time this report was submitted, 141 questions had been submitted on the Q & A document.

## ***Elementary Results***

Elementary staff were offered two models (See Appendix A). The first was an AM/PM model that splits the school into two cohorts-- one morning and one afternoon. Students attend school each day, with teachers having 12-15 students in each cohort. These cohorts are further divided into groups, with two groups in class with the teacher during a learning block, while the third group is engaged in "specials" such as Art, PE, Music, and SEL. This grouping guarantees that teachers will have no more than 10 students in a classroom at a time, thus making physical distancing possible. Fifty-five percent of respondents chose this model. In addition, the Elementary Principals Council is in support of this model. Rationale for the selection of this model pointed to daily consistency-- teachers and students see each other every day. In addition, pre-schools use this model with success.

The second model broke the students into two cohorts, with one cohort attending school all day on Monday, Wednesday, and Friday mornings. The second cohort would attend school all day on Tuesday, Thursday, and Friday afternoons. Forty-five percent of teachers chose this model. Their rationale for this choice included nods to health-- it is easier to disinfect classrooms between cohorts and fewer students are on campus each day. In addition, respondents pointed out that it is easier to plan instruction for this model.

### *Secondary Results*

Secondary staff were offered three models for consideration (See Appendix B). The first model has students divided into three cohorts. Teachers see all three cohorts via ZOOM as a whole class on Mondays. Cohort A attends periods 1-6 (1-4 at San Marcos) on Tuesdays; Cohort B on Wednesday; and Cohort C on Thursdays. Fridays are set aside as learning support days where students come onto campus as needed or requested. This model was most popular with junior high school respondents at 55%. Thirty-seven percent of high school respondents made this model their first choice. The most common rationale for this choice was that it is the simplest and closest to the “normal” schedule. Respondents also pointed to the Friday learning support as valuable flex time.

The second model, a modified traditional model, was unpopular with both junior high and high school respondents, garnering less than 15% approval.

The third model divides the Fall Semester into two nine-week sessions with the first session running August 18-October 22. Periods 1-3 will take place during this session. The second session would run October 24-January 15 when Periods 4-6 are taught. As in the first model, students are divided into three cohorts. Class periods meet at a group on Mondays via Zoom. Cohort A attends school on Tuesdays; Cohort B on Wednesday; and Cohort C on Thursdays. Fridays are set aside as learning support days where students come onto campus as needed or requested. In this model, San Marcos’ schedule would remain the four-period block with Term 1 running August 18-October 23 and Term 2 running October 26-January 15. This model was the most popular with high school teachers, with 49% selecting it as their preferred model. Thirty-five percent of junior high respondents made this model their first choice. Rationale for choosing this model pointed primarily to the benefit of few courses being taken/taught at one time. Respondents said that this reduced number of courses leads to less stress, is easier for teachers to prepare, and allows teachers to provide more time to individual students who are struggling. Respondents also commented that the longer time block provides more time to build relationships with students.

### *Teaching in a 100% Remote Setting*

The survey also posed a separate question to both elementary and secondary staff: *If a virtual Independent Study model was offered would you be interested in teaching students in a remote setting?*

Elementary responses to this question were:

- 21.4% Yes I am interested
- 43.4% I am curious and want to learn more
- 35.2% No, I am not interested.

Secondary responses to this question were:

- 23.6% Yes I am interested.
- 45.2% I am curious and want to learn more.
- 31.2% No, I am not interested.

### Qualitative Data

A review of the survey comments as well as the Q & A document provided valuable data. This review revealed three response trends that validate the assumptions and considerations noted at the beginning of this report:

1. Health and Safety is a Significant Staff Concern. Many respondents are concerned about the logistics around disinfecting and cleaning the campus. In addition, teachers who are at the greatest risk because of age and/or underlying medical conditions are questioning their safety and their employment options.
2. Many of our staff have dependent care responsibilities. Child care is a major concern. In addition, some staff care for elderly parents or spouses, thus creating concerns about balancing work with these responsibilities.
3. Perhaps most significant is the finding that staff are unsettled by the ambiguity of re-opening plans. This is a primary characteristic of the global pandemic, especially in the United States where leadership and guidance during this pandemic has been inconsistent at best and absent at its worst. It is hard to know who and what to trust.

### Conclusion

On June 23, 2020 a second report will come to the school board with final proposals for hybrid models. The report will also contain a progress report for each decision driver and reopening scenario. Finally, in the event that Governor Newsom and the CDE release guidance and direction to schools prior to this date, the report will respond appropriately.

## Appendix A

### Model 1- AM/PM

AM Schedule: 8:15-11:15 (Lunch served at 11:15 - “Grab-and-Go”)

PM Schedule: 12:15-3:15 (Lunch served 11:45)

Each teacher will have 10-17 students per session. In order to allow for social distancing, those students will be separated into three groups of 3-6 students per group. The teachers will work with two groups, or 6-11 students, in the classroom at any one time. Entire cohort would be “extended” for academic support or non-academic learning (SEL, PE, Art, Music) with one cohort participating in activities outside of the class during each learning block.

	In Class With Teacher	Pull Out for Support or Non-Academic Learning
Learning Block 1	Groups 1 & 2	Group 3
Learning Block 2	Groups 1 & 3	Group 2
Learning Block 3	Groups 2 & 3	Group 1

### Model 2- 2.5 Option

Cohort A attends School M/W and AMs on Friday

Cohort B attends School T/Th and PMs on Friday

Each cohort will be divided into three smaller groups of students-- Group 1, 2, and 3.

Friday AM Schedule: 8:15-11:15 (Lunch served at 11:15 - this could be grab-in-go)

Friday PM Schedule: 12:15-3:15 (Lunch served 11:45)

	In Class With Teacher	Pull Out for Support
Learning Block 1	Groups 1 & 2	Group 3
Learning Block 2	Groups 1 & 3	Group 2
Learning Block 3	Groups 2 & 3	Group 1

### 100% Remote Option

Up to 10% of a school's students may choose to have an independent study schedule that is entirely remote. Teachers who are interested in teaching remote independent study will have an opportunity to indicate their interest on the survey.

## Appendix B

### Secondary Options for Reopening Schools

#### Model #1

Each class period is broken into three cohorts (A,B,C) of no more than 12 students per cohort. On Mondays each cohort attends periods 1-6 remotely via Zoom. On Tuesday Cohort A attends school periods 1-6, while Cohorts B and C participate in remote learning. One Wednesday, Cohort B attends school periods 1-6 while Cohorts A and C participate in remote learning. On Thursday Cohort C attends school periods 1-6 while Cohorts A and B participate in remote learning. On Fridays students participate in Learning Support by meeting with teachers during office hours, meeting in physically distanced groups, etc.. Students will have 306 minutes physical face-to-face instruction with teachers per week, not including any learning support they participate in. This is 51 minutes per course.

#### All Junior Highs, Dos Pueblos High School, and Santa Barbara High School

	<b>Monday Cohorts A,B,C Whole Class Zoom</b>	<b>Tuesday Cohort A</b>	<b>Wednesday Cohort B</b>	<b>Thursday Cohort C</b>	<b>Friday Learning Support Online and In-Person Office Hours</b>
8:00-9:00	Learning Support/ 0 Period	Learning Support/ 7th Period	Learning Support/ 0 Period	PLC collaboration time Staff meetings 1x/month	Learning Support/ 7th Period
Period 1	9:00 - 9:51	9:00 - 9:51	9:00 - 9:51	9:00 - 9:51	Learning Support
Period 2	9:56 - 10:45	9:56 - 10:45	9:56 - 10:45	9:56 - 10:45	Learning Support
Period 3	10:50 - 11:41	10:50 - 11:41	10:50 - 11:41	10:50 - 11:41	Learning Support
Period 4	11:46 - 12:35	11:46 - 12:35	11:46 - 12:35	11:46 - 12:35	Learning Support
Lunch	12:35 - 1:10	12:35 - 1:10	12:35 - 1:10	12:35 - 1:10	Learning Support
Period 5	1:15- 2:06	1:15- 2:06	1:15- 2:06	1:15- 2:06	Learning Support
Period 6	2:11 - 3:02	2:11 - 3:02	2:11 - 3:02	2:11 - 3:02	Learning Support

### San Marcos High School

	<b>Monday Cohorts A,B,C Whole Zoom Class</b>	<b>Tuesday Cohort A</b>	<b>Wednesday Cohort B</b>	<b>Thursday Cohort C</b>	<b>Friday Learning Support Online and In-Person Office Hours</b>
<b>8:00 to 9:00</b>	Period 0	Period 0	Period 0	PLC collaboration time Staff meetings 1x/month	Learning Support
<b>9:00 to 10:17</b>	Period 1	Period 1	Period 1	Period 1	
<b>10:22 to 11:39</b>	Period 2	Period 2	Period 2	Period 2	Learning Support
<b>11:39 to 12:14</b>	Lunch	Lunch	Lunch	Lunch	Learning Support
<b>12:19 to 1:36</b>	Period 3	Period 3	Period 3	Period 3	
<b>1:41 to 2:58</b>	Period 4	Period 4	Period 4	Period 4	Learning Support



## Model #2

Each Class Period is broken into three cohorts (A,B,C) of no more than 12 students per cohort. On Mondays each cohort attends periods 1-3 during their designated schedule. On Tuesdays each cohort attends periods 4-6 during their designated schedule. On Wednesday Cohort A attends school periods 1-6, while Cohorts B and C participate in remote learning. One Thursday, Cohort B attends school periods 1-6 while Cohorts A and C participate in remote learning. On Friday, Cohort C attends school periods 1-6 while Cohorts A and B participate in remote learning. Students will have 540 minutes of face-to-face instruction with teachers per week, not including any learning support they participate in. This is 81 minutes per course.

### All Junior Highs, Dos Pueblos High School, and Santa Barbara High School

	Monday	Tuesday		Wednesday Cohort A	Thursday Cohort B	Friday Cohort C
<b>8:00 to 9:00</b>	Learning Support Period 0	Learning Support Period 7		Learning Support Period 0	PLC collaboration time Staff meetings 1x/month	Learning Support Period 7
<b>9:00-10:40</b>	Cohort A Pers 1-3 30 Minute Periods	Cohort A Pers 4-6 30 Minute Periods	Period 1	9:00 - 9:51	9:00 - 9:51	9:00 - 9:51
<b>11:05-12:55</b>	Cohort B Pers 1-3 30 Minute Periods	Cohort B Pers 4-6 30 Minute Periods	Period 2	9:56 - 10:45	9:56 - 10:45	9:56 - 10:45
<b>Faculty Lunch 12:55-1:30</b>			Period 3	10:50 - 11:41	10:50 - 11:41	10:50 - 11:41
<b>1:35-3:15</b>	Cohort C Pers 1-3 30 Minute Periods	Cohort C Pers 4-6 30 Minute Periods	Period 4	11:46 - 12:35	11:46 - 12:35	11:46 - 12:35
			Lunch	12:35 - 1:10	12:35 - 1:10	12:35 - 1:10
			Period 5	1:15- 2:06	1:15- 2:06	1:15- 2:06
			Period 6	2:11 - 3:02	2:11 - 3:02	2:11 - 3:02

### San Marcos High School

	<b>Monday Cohorts A,B,C</b>	<b>Tuesday Cohorts A,B,C</b>		<b>Wednesday Cohort A</b>	<b>Thursday Cohort B</b>	<b>Friday Cohort C</b>
<b>8:00 to 9:00</b>	Period 0/Learning Support	Period 0/Learning Support		Period 0/Learning Support	PLC collaboration time Staff meetings 1x/month	Period 0/ Learning Support
<b>9:00 to 10:40</b>	Cohort A Pers 1-2 47 minute periods	Cohort A Pers 3-4 47 minute periods	Period 1	9:00 to 10:18	9:00 to 10:18	9:00 to 10:18
<b>11:05 to 12:55</b>	Cohort B Pers 1-2 47 minute periods	Cohort B Pers 3-4 47 minute periods	Period 2	10:23 to 11:41	10:23 to 11:41	10:23 to 11:41
<b>12:55 to 1:30</b>	Faculty Lunch	Faculty Lunch	Lunch	11:41 to 12:16	11:41 to 12:16	11:41 to 12:16
<b>1:35 to 3:15</b>	Cohort C Pers 1-2 47 minute periods	Cohort C Pers 3-4 47 minute periods	Period 3	12:21 to 1:39	12:21 to 1:39	12:21 to 1:39
			Period 4	1:44 to 3:02	1:44 to 3:02	1:44 to 3:02

### Model #3

#### Two Sessions Fall Semester

For all schools except San Marcos, the Fall semester will be divided into two sessions. The first session will be August 18-October 22. Periods 1-3 will take place during this session. The second session will be October 24-January 15 when Periods 4-6 will be taught. Each Class Period is broken into three cohorts (A,B,C) of no more than 12 students per cohort. On Mondays teachers meet with their entire class (all three cohorts) via ZOOM. On Tuesdays Cohort A attends class on campus with Cohort B and C working remotely. Wednesdays Cohort B attends school, with Cohorts A and C working remotely. On Thursdays Cohort C attends school with Cohorts A and B attending remotely. Friday is a day for teachers to work with students in person or remotely, either individually or in small groups for the purpose of supporting the learning that took place earlier in the week/session. The Spring semester will be taught for all classes beginning January 19. Students will have 315 minutes of in-person instruction with teachers per week, not including any learning support they participate in. This is 105 minutes per course period per week.

San Marcos' schedule will remain the four-period block with Term 1 running August 18-October 23 and Term 2 running October 26-January 15. Students will have 468

minutes of in-person instruction with teachers per week, not including any learning support they participate in. This is 117 minutes per course.

La Cuesta will develop an alternate schedule that aligns with its 9-week terms.

### August 18- October 23

	<b>Monday ZOOM Cohorts A,B,C</b>	<b>Tuesday Cohort A</b>	<b>Wednesday Cohort B</b>	<b>Thursday Cohort C</b>	<b>Friday Learning Support Online and In-Person Office Hours</b>
<b>8:00 to 9:00</b>	Period 0	Period 7	Period 0	PLC collaboration time Staff meetings 1x/month	Period 7
<b>9:00 to 10:45</b>	Period 1	Period 1	Period 1	Period 1	Learning Support
<b>10:50 to 12:35</b>	Period 2	Period 2	Period 2	Period 2	
<b>Lunch 12:35 to 1:10</b>	Lunch	Lunch	Lunch	Lunch	Learning Support
<b>1:15 to 3:00</b>	Period 3	Period 3	Period 3	Period 3	

### October 26-January 15

	<b>Monday ZOOM Cohorts A,B,C</b>	<b>Tuesday Cohort A</b>	<b>Wednesday Cohort B</b>	<b>Thursday Cohort C</b>	<b>Friday Learning Support Online and In-Person Office Hours</b>
<b>8:00 to 9:00</b>	Period 0	Period 7	Period 0	PLC collaboration time Staff meetings 1x/month	Period 7
<b>9:00 to 10:45</b>	Period 4	Period 4	Period 4	Period 4	Learning Support
<b>10:50 to 12:35</b>	Period 5	Period 5	Period 5	Period 5	
<b>Lunch 12:35 to 1:10</b>	Lunch	Lunch	Lunch	Lunch	Learning Support
<b>1:15 to 3:00</b>	Period 6	Period 6	Period 6	Period 6	

### San Marcos High School

	<b>Monday ZOOM Cohorts A,B,C</b>	<b>Tuesday Cohort A</b>	<b>Wednesday Cohort B</b>	<b>Thursday Cohort C</b>	<b>Friday</b>
<b>8:00 to 9:00</b>	Period 0	Period 7	Period 0	PLC collaboration time Staff meetings 1x/month	Period 7
<b>9:00 to 10:17</b>	Period 1	Period 1	Period 1	Period 1	Learning Support
<b>10:22 to 11:39</b>	Period 2	Period 2	Period 2	Period 2	
<b>11:39 to 12:14</b>	Lunch	Lunch	Lunch	Lunch	Learning Support
<b>12:19 to 1:36</b>	Period 3	Period 3	Period 3	Period 3	
<b>1:41 to 2:58</b>	Period 4	Period 4	Period 4	Period 4	Learning Support

### 100% Remote Option

Up to 10% of a school's students may choose to have an independent study schedule that is entirely remote. Teachers who are interested in teaching remote independent study will have an opportunity to indicate their interest on the survey.