

Board Report # 3

Tuesday, July 21, 2020

Distance Learning Fall 2020

REVISED 07/18/20



Our focus



As we address two pandemics - COVID-19 and systemic racism - we are committed to centering on the needs of students of color and those who are furthest from educational justice in our system. In doing so we will address the persistent opportunity gap and ensure each student is prepared for career and/or college.

DRIVERS FOR SCHOOL REOPENING

Identifying priorities for fall 2020



Instruction

Models that support student and adult learning while maximizing engagement. Includes use of technology, including devices, to facilitate learning.

Community & Family Engagement



Active engagement of families and community partners to support learning.

Health & Wellness



Social emotional learning and supports for students and staff. Focus on health and hygiene.

Governance & Leadership



Coordination of services and policies with a lens toward equity and access.

Facilities & Operations

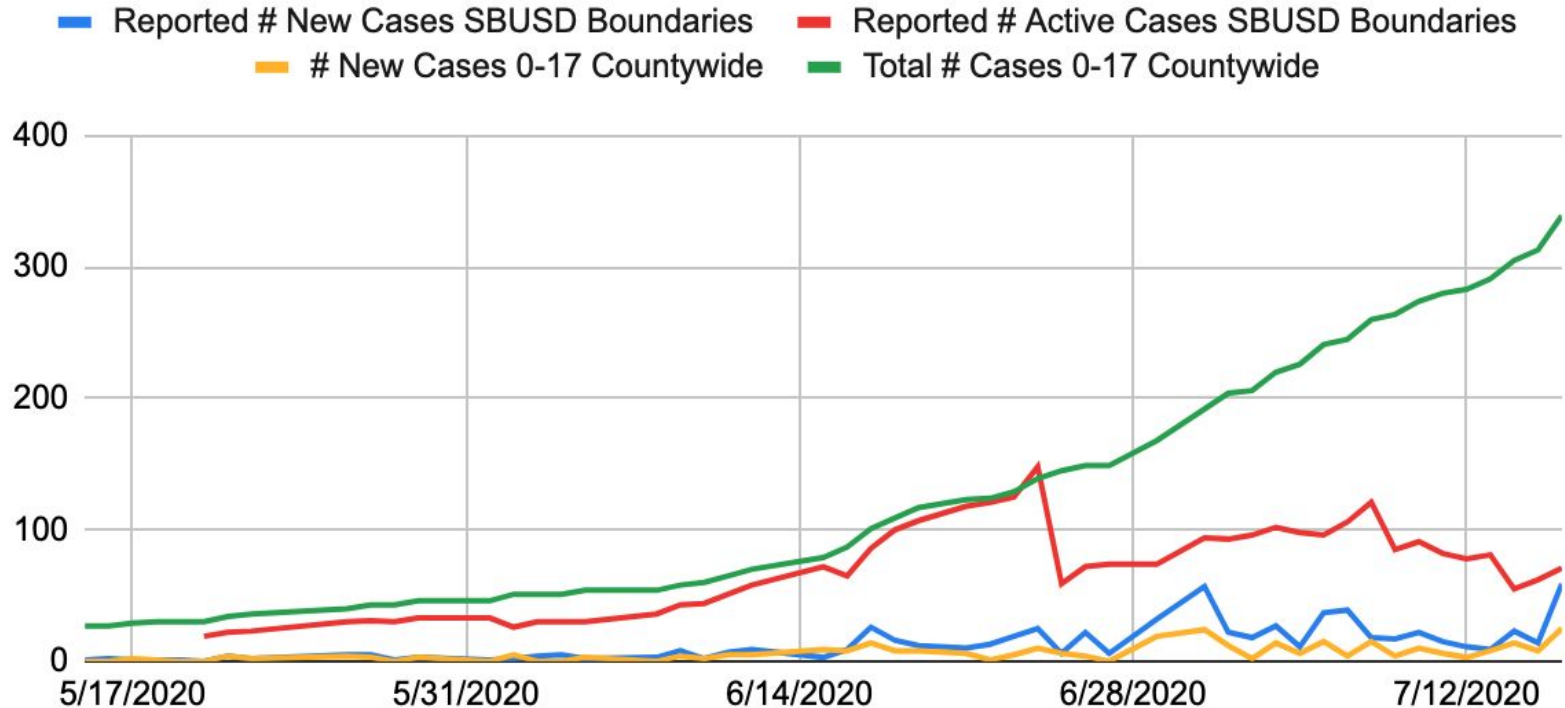


General guidelines for school and district operations, including transportation, cleaning and safety protocols.



COVID STATUS REPORT

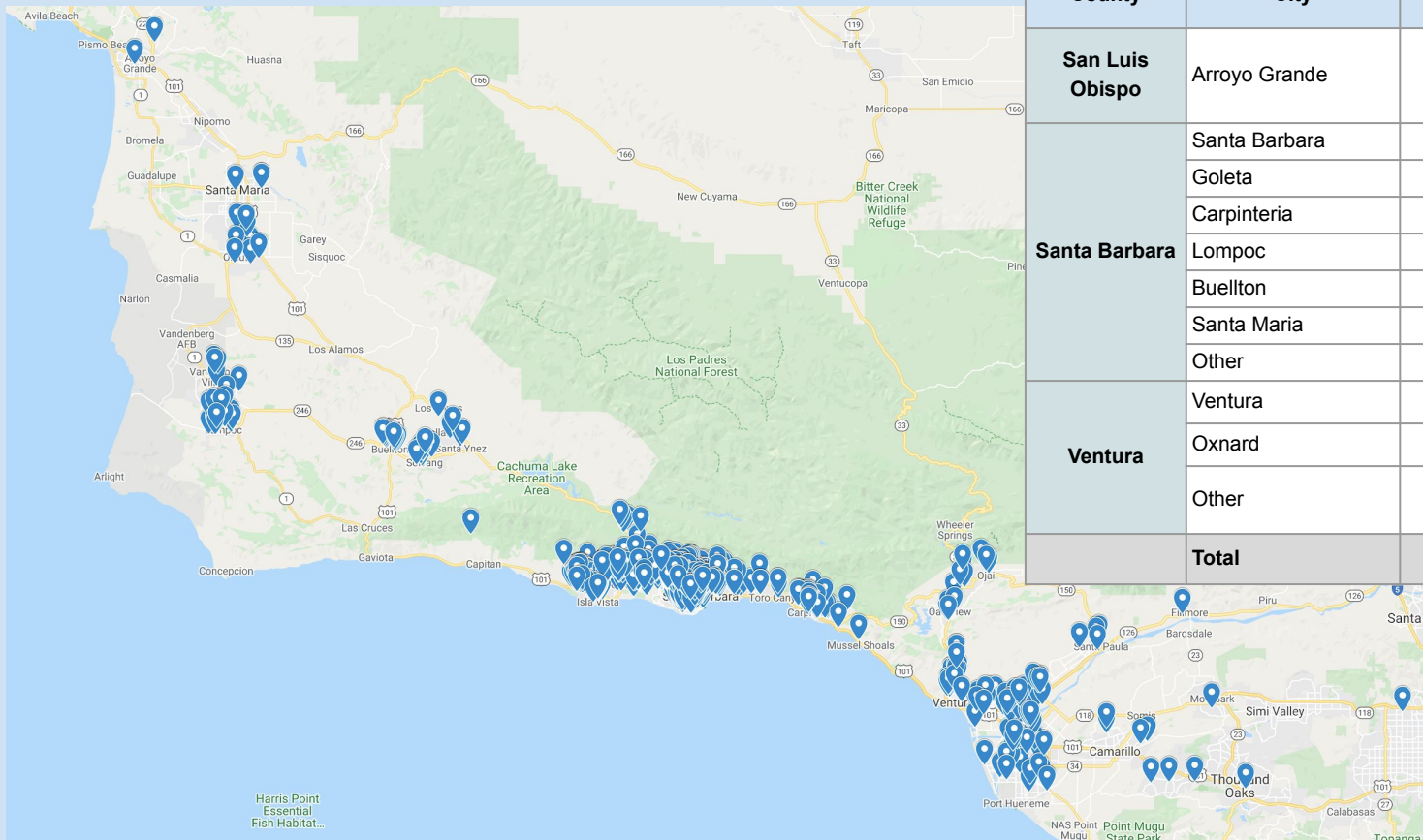
Reported # New Cases SBUSD Boundaries, Reported # Active Cases SBUSD Boundaries, # New Cases 0-17 Countywide a...



State of California Requirement

- Safe in-person school opening is based on local data. Counties must be off the state “watch list” for 14 consecutive days before schools can physically open. Santa Barbara County has been on the watch list since June 6, 2020:
 - A county must keep its number of new cases below 100 per 100,000 residents.
 - Past two weeks Santa Barbara County = 310 per 100,000
 - A county must have a test positivity rate of $< 8\%$.
 - Santa Barbara County's current positivity rate is 9.7%

Where SB Unified Employees Live



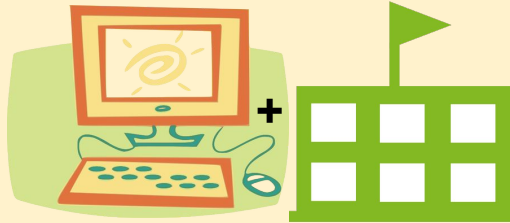
County	City	SBUnified Employees	County COVID-19 Status*
San Luis Obispo	Arroyo Grande	2	173.6 new cases per 100K population 5.6% positive tests
	Santa Barbara	1069	317.1 new cases per 100K population 9.0% positive tests
Santa Barbara	Goleta	282	
	Carpinteria	72	
	Lompoc	25	
	Buellton	12	
	Santa Maria	10	
	Other	21	
Ventura	Ventura	62	217.8 new cases per 100K population 4.5% positive tests
	Oxnard	36	Ventura County only
	Other	38	
Total		1629	

Readiness Scenarios/Learning Models



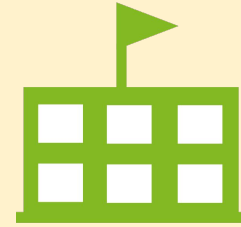
100% Remote

For public health reasons, campuses must continue with full remote instruction, both live and recorded, with supports and modifications as needed



Hybrid Model

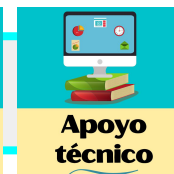
Student groups have safe access to in-person instruction and supports some days, and remote learning other days, with limits and restrictions imposed by public health officials



Fully Reopen

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.

What Students Can Expect



Operations

- Participation in rigorous distance learning with teachers and classmates for multiple hours each day (attendance taken)
- Consistent weekly communication of teacher expectations in NEO
- A safe, culturally-affirming, and caring virtual classroom community:
 - ability to connect with teachers and individually and in small groups
 - ability to meaningfully connect with peers
- Enhanced opportunities to engage in co-curricular activities

Instruction

- The higher the grade level, the greater the expectation to complete assignments independently on a daily basis
- For students in grades 7-12, grades will be assigned on report cards
- Support with language development
- Appropriate accommodations for learning differences
- Access to tutoring, counseling, and mental health services



A Day-in-the-Life Kindergarten

Distance Learning School Day:

Check-In

- I log-in and check-in with my teacher and classmates
- My teacher takes attendance and checks on my well-being.
- I love seeing my classmates!

Interactive Read Aloud

- I listen to my teacher read and model their thinking.

Learning Activities w/integrated Social Emotional Learning (SEL)

- I read, write, play phonics games, solve math problems, and have fun learning.
- I investigate scientific phenomena and participate in creative activities like music and art.

Breaks & Lunch

- I take a break along with my classmates
- I walk with my parent to my school to pick up my grab and go lunch. Delicious.

End of Day Routine

- My teacher goes over our work online.
- I log in to be creative with my art teacher!
- My PE teacher keeps me moving online!

Support

- I get extra online support from my teachers, Curriculum Specialists, or A-OK staff.



A Day-in-the-Life Fifth-grade

Distance Learning School Day:

Check-In

- I log-in and check-in with my teacher and classmates
- My teacher takes attendance and checks on my well-being.
- I love seeing my classmates.

Designated ELD and Science

- I investigate scientific phenomena and engage in projects
- I learn language through science (dELD)

Learning Activities w/integrated Social Emotional Learning (SEL)

- I read, write, solve math problems, and collaborate with my classmates virtually.
- I see the faces of my classmates and my teacher as we share ideas and build relationships.
- I study history through multiple perspectives and I learn how to argue from evidence.

Breaks & Lunch

- I take a break along with my classmates
- I ride my bike to my school to pick up my grab and go lunch. Delicious.

End of Day Routine

- My teacher provides feedback and helps me set goals to improve.
- I log in to jam with my music teacher!
- My PE teacher keeps me exercising online!

Support

- I get extra online support from my teachers, Curriculum Specialists, or A-OK staff.



A Day-in-the-Life 8th Grade

Distance Learning School Day:

In Preparation

I prepare my materials and work space.

I think about what I need to do this week based on my Monday check-in with all my teachers and what I can view on NEO.

School Day

Beginning at 9 am, I check in with my 1st Period teacher and classmates.

I attend two 80-minute classes in the morning, with a 10-minute break in between, and one 80-minute class in the afternoon.

I use my morning break to get a snack and message my FSA therapist to switch the time of my weekly counseling session.

I use my 70-minute lunch break to eat, play with my dog, and message my friend about our math assignment.

After School

After my last class ends at 2:20 pm, I check-in with my tutor to review the final draft of my persuasive essay that is due Friday, email my teacher through NEO to ask about the extended time he gave me on my science project, and complete independent practice for Math.



A Day-in-the-Life 11th Grade

Distance Learning School Day:

In Preparation

I prepare my materials and work space.

I access my assignments and other teacher expectations for the week via NEO.

School Day

Beginning at 9:00 am, I check in with my 1st Period teacher and classmates.

I attend two 1-hour classes in the morning and two 1-hr classes in the afternoon with a 15-minute break in between.

I use my morning break to email my counselor to request an appointment later in the week because I want to understand my tutoring options for math.

I use my 90-minute lunch break to eat, take a break, and finish up an assignment from my 2nd period US History class.

After School

After my 4th period class ends at 3:15, I connect with classmates to finish a podcast script for English that we're developing together outside of class time.

I email my teacher through NEO to ask about an upcoming test.

I complete any independent assignments that are due tomorrow and start working on an essay due next week.

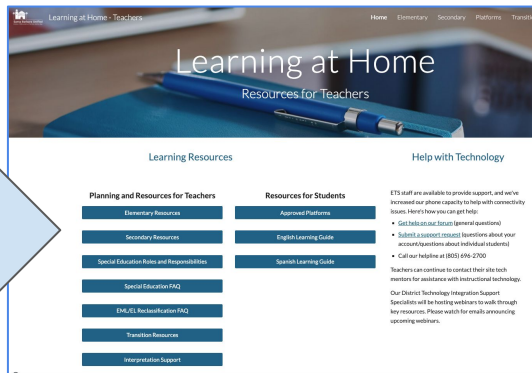
What Teachers Can Expect

Operations

- Clear procedures for daily and weekly operational routines
- Technology support
- Language Access support
- Opportunities for social-emotional support
- Anti-bias and anti-racism resources

Instruction

- Clear consistent communication of class expectations
- Regular opportunities for professional collaboration to promote alignment of curriculum and teacher practices
- Professional Learning in the areas of
 - Distance Learning
 - Supports for Emergent Multilingual Learners, Students with Disabilities, and Gifted Learners.
 - Culturally relevant curriculum and instruction
 - Social-emotional Learning



Resources for teachers
around Distance Learning

Teacher Professional Learning

Ongoing professional learning will occur in advance of and throughout the school year to support teachers as they plan for and facilitate distance learning.

Six hours minimum required training before the start of the school year:

Promoting a safe, culturally-affirming, and caring virtual classroom community (2-3 hours):

- META -Course 1
 - Assets based instruction: building on strengths of all students' cultures and practices;
 - Culturally relevant curriculum: Reflective of students' identities, lived experiences and culture
- META - Course 2
 - Creating Community in a Virtual Setting
 - English Language Development Across Content Areas

Rigorous and Relevant Distance Learning (2 hours):

- LINC -- Module 1; Transition to Online Learning

Technology Proficiency Training (Variable)

- Self-paced technology courses in NEO

What Parents Can Expect



Operations

- Timely information from principals and the school district
- In-home learning materials, supplies
- Bilingual training and support for families on how to support rigorous distance learning
- Staff-initiated communication (*w/ interpretation if needed*) if concerns about student progress arise

Instruction

- Students engaged in real-time learning with the facilitation of a credentialed teacher--for multiple hours every day:
 - Grades PK-2: minimum 180 minutes
 - Grades 3-6: minimum 230 minutes
 - Grades 7-12: minimum 240 minutes.
 - Grades 9-12: minimum of 60 minutes of teacher-designed independent learning daily
- Ability to access information about assignments, teacher expectations, and student progress via one platform: NEO

Family Engagement



Family Engagement is critical to the success of all students

Community-Based Bilingual Support

- Internet Access
- Learning Platforms (e.g. NEO, Zoom, etc)
- Multilingual Literacy
- Parent Leadership (e.g. DELAC, ELAC)
- Health and Safety Protocols
- Parenting
- Socio-emotional learning
- Anti-racism education
- Communication

*Focus Groups for families and students furthest from educational justice

*Interpretation and Translation Protocols

*Family Engagement Unit - Hotline



Devices & Connectivity



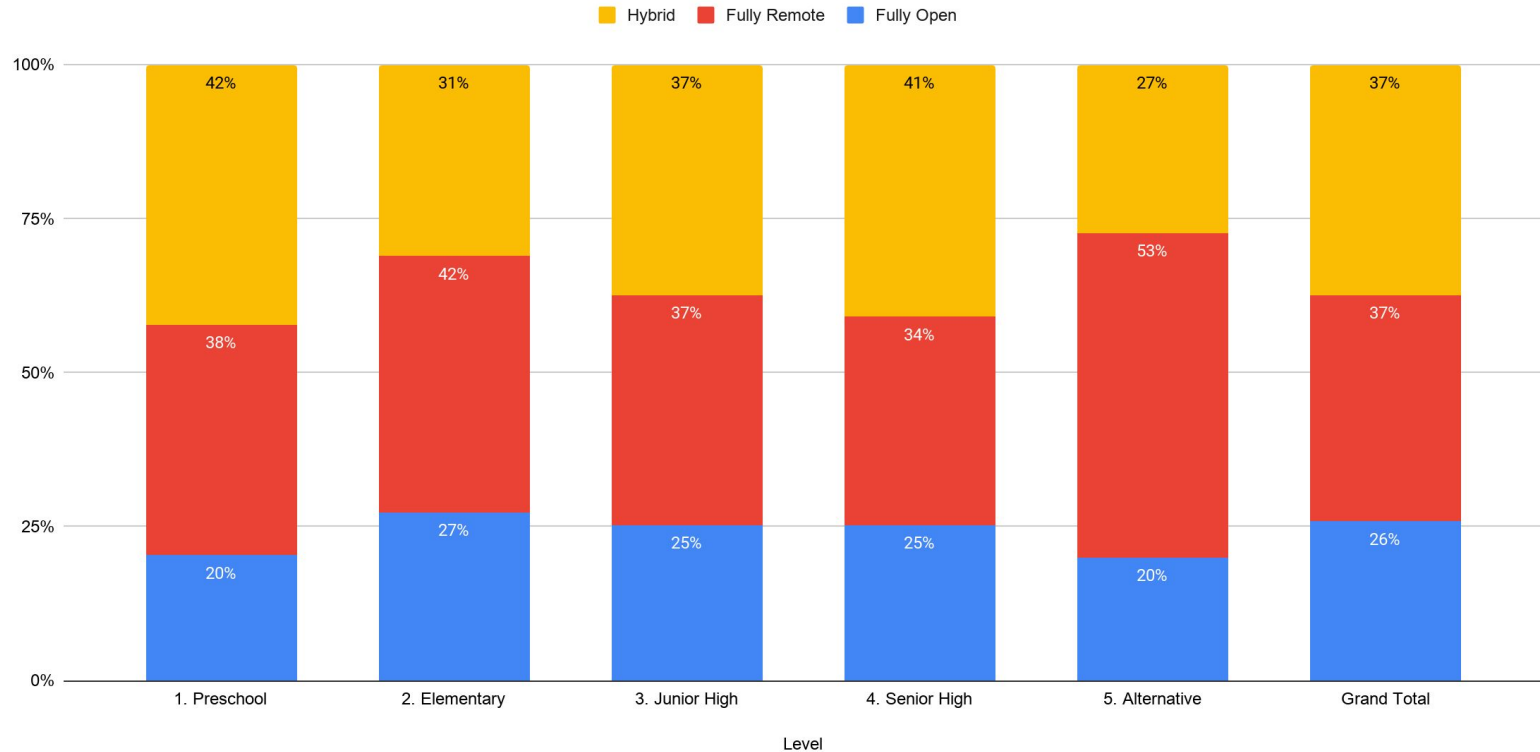
A Franklin Elementary student using an iPad provided by the district for reading activities.

| Credit: Paul Wellman, SB Independent

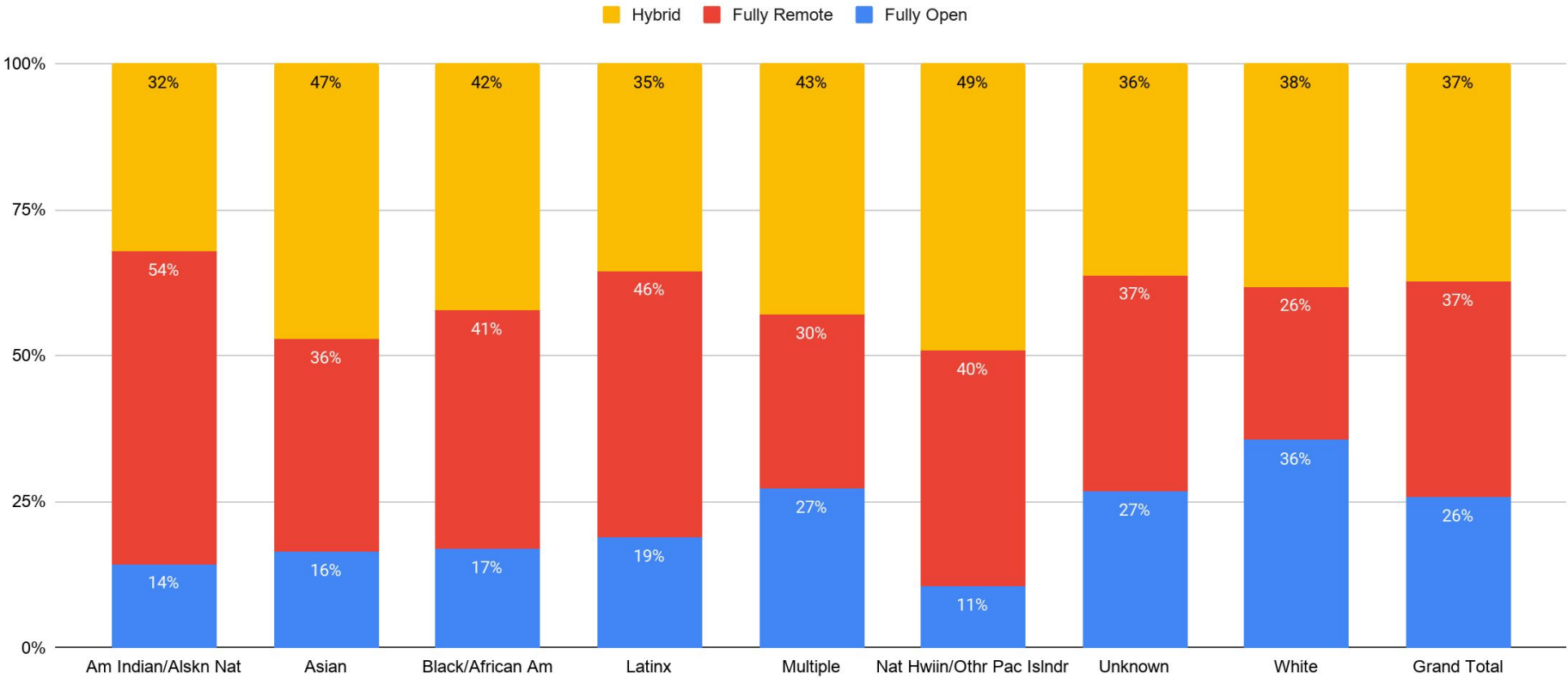
- Our goal is to have 100% of students connected and have a device prior to the start of school.
- SBUnified will cover the cost of internet service for our students furthest from educational justice.
- SBUnified will assist families
 - With acquiring service
 - Hotspots
 - Private-public partnership
 - Help documents and training on key district platforms for tracking student progress

Survey Responses

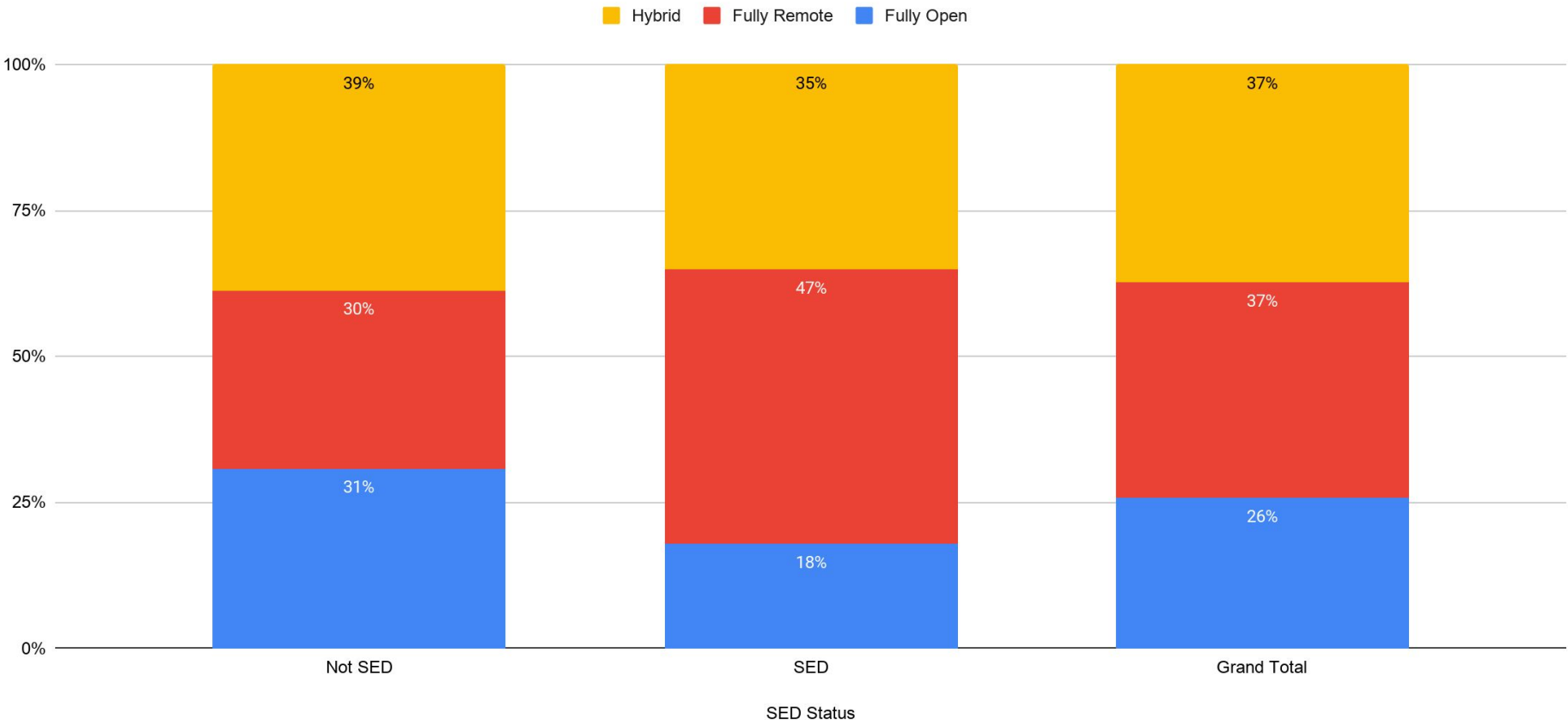
Model Preference by Level



Model Preference by Race/Ethnicity



Model Preference by SED Status



Food Services



Scenario #1: 100% Online/Distance Learning

Similar to the current situation, meals would be served at a grab-and-go, drive-thru or walk-up distribution site

Scenario # 2: Hybrid Model

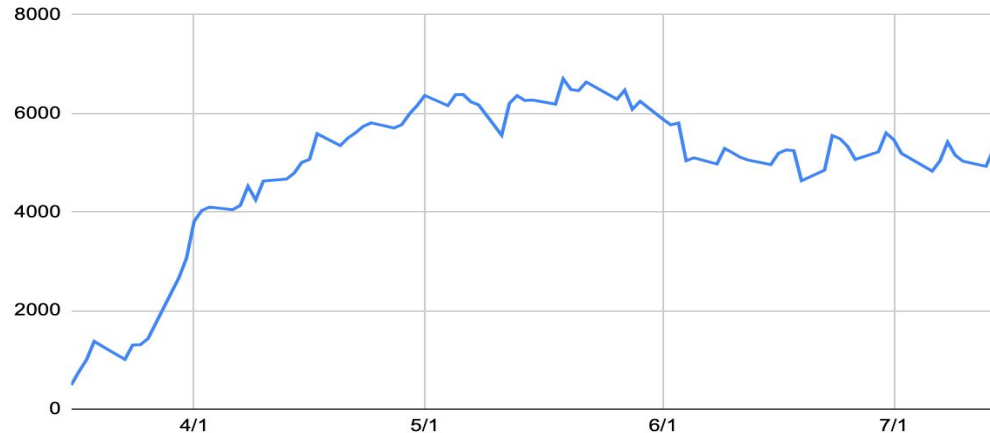
Students on campus would receive meals in class or at designated areas while students not on campus could pick up meals at a grab-and-go, drive-thru or walk-up distribution site

Scenario # 3: Fully reopen/In-person

Students on campus would receive meals in class or at designated areas

425,375 Total Meals Served Since School Closures

Daily Meals Served During COVID-19



Community Partnerships



- A Community Collaborative of non-profit and philanthropic partners - led by the United Way and the Santa Barbara Foundation - is working to assist school districts in a variety of ways during COVID-19.
- Needs have been identified at each SB Unified school site based on all three scenarios, and a list has been provided to the Collaborative team.
- Board decision allows us to dig into the details further. Ideas generated, but timing is of the essence.

Communication & Outreach

Media



Website, ParentSquare, E-News, Social Media, Zoom!



Posters, Fliers, Videos



Fiscal Considerations

This document estimates the expenses that SBUnified expects to incur in response to the COVID-19 pandemic as the district plans different learning models for the 2020-21 school year.

Providing Safety Supplies: PPE

Hand sanitizers

\$400,000

Hand wash stations

\$450,000

No-touch thermometers

\$25,000

Surface sanitizers & cleaning supplies

\$475,000

Face protection

\$300,000

Counter Partitions

\$50,000

Total Cost: \$1,700,000

Total Cost: \$1,700,000

No cost

Hiring Staff to Implement Health & Safety Protocols

Additional certificated staff (40 FTE) to allow for social distancing of students **\$4,535,000**

Additional classified staff (30 FTE) for increased cleaning/disinfecting of schools **\$2,562,000**

Total Cost: \$7,097,000

Additional classified staff (20 FTE) for increased cleaning/disinfecting of schools

Total Cost: \$1,700,000

No cost

Additional Expenses Known to Date

Additional portables to allow for social distancing of students

\$1,034,000

84 tents for outside learning spaces **\$150,000**

Increased transportation to provide social distancing and disinfecting Provided by Student Transportation of America (STA) **TBD**

Total Cost: \$1,184,000

Additional internet access for families **\$130,000**

Professional development around remote learning **\$400,000**

Increased transportation to provide social distancing and disinfecting Provided by STA **TBD**

Additional childcare to be provided by community partners

Total Cost: \$530,000

Additional internet access for families **\$130,000**

Professional development around distance learning **\$400,000**

Additional instructional materials **\$1,900,000**

Additional support for families i.e. interpreters **\$150,000**

Development of additional curriculum **TBD**

Total Cost: \$ 2,580,000

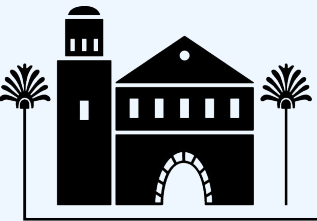
Fully Reopen In-Person: \$9,981,000

Hybrid: \$3,930,000

100% Distance Learning: \$2,580,000

Recommendation

Because of the need to expedite the purchase of supplies and services, any delay would be a significant detriment to the district's ability to deliver a rigorous distance learning model on August 18, 2020. As such, we request that the board allow funding expenditures related to COVID-19 and distance learning without board approval, as is allowed under Board Policy 3312 and Education Code 17604.



Appendices:

Reference links:

- [Guidelines from SB County Department of Public Health](#)
- [Focus Group Report](#)
- [COVID-19 Industry Guidance: Schools and School-based programs](#)
- [Stronger Together: A Guidebook for the Safe Reopening of California Public Schools](#)
- [Decision Tree: Schools During the COVID-19 Pandemic](#)
- [Revised Elementary Distance Learning Schedule; TK-6 07.20.2020 9:00pm](#)
- [Secondary Distance Learning Schedule: 7-12](#)