



Special Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, July 23, 2020

Closed Session 6:00 PM | Via Zoom: <https://cabrillok12.zoom.us/j/99474453534>

(For public comments on Closed Session items only)

Public Session 7:00 PM | Via Zoom: <https://cabrillok12.zoom.us/j/97854426560>

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Comments in Advance:

Members of the public may submit comments in advance of the meeting through the following link: <https://bit.ly/cusdGBpc>.

Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

2. Provide Comment in Real-Time During Remote Meeting:

Members of the public may submit comments in advance of the meeting by through the following link: <https://bit.ly/cusdGBpc>. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

Because of technical limitations, please submit your comments or request to address the Board in real-time before 6:00 PM on Thursday, July 23, 2020. "Hand Raised" feature will be disabled during the meeting. We ask the participants to type their full name when joining the meeting, as prompted.

Individual speakers shall be allowed three (3) minutes. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendaized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

Instructions to join the Board Meeting are as follows:

Please click the link below to join the webinar: <https://cabrillok12.zoom.us/j/97854426560>

Webinar ID: 978 5442 6560

Or Telephone: Dial (for higher quality, dial a number based on your current location): US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592

International numbers available: <https://cabrillok12.zoom.us/j/97854426560>

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

- a. Public Comments on Closed Session Topics
- b. Adjourn to Closed Session - 6:00 PM

Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. Matters Related to Students (Education Code §35146, §48912, §49070)

The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters according to

Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

2. Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957)

3. Conference with Legal Counsel—Anticipated Litigation (Government code §54956.9 (d)(2) or (3))

4. Conference Regarding Labor Negotiators (Government Code §54957.6)

- Cabrillo Unified Teachers' Association
- California School Employees' Association, Chapter 485

5. Public Employee Performance Evaluation (Government Code §54957)

c. Reconvene to Public Session - 7:00 PM - Welcome

1. Closed Session Action Report: If applicable
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

- a. Public Comments
- b. Employee Organizations Report
 1. CUTA Representatives
 2. CSEA Representatives
- c. Board Members Report
- d. Superintendent Report

4. GENERAL BUSINESS

- a. Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines (Action)

[4.c Board Memo Opening of School Presentation.pdf \(p. 4\)](#)

[4.c.1 Opening of Schools Presentation.pdf \(p. 5\)](#)

5. FUTURE EVENTS

- a. August 13 - First Day of School
- b. August 13 - Regular Governing Board Meeting

6. RETURN TO CLOSED SESSION (IF NECESSARY)

7. ADJOURNMENT OF THE MEETING



CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: July 23, 2020
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines

BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) staff have worked over the past month to convene an Opening of Schools Committee, confer with focus groups representing families and staff, and collect input from families and staff with surveys.

REPORT/PROPOSAL

Staff will present preliminary recommendations for CUSD's guidelines for return to school in August 2020. The presentation will be uploaded on Monday as soon as it is finalized.

RECOMMENDATION

Approve preliminary recommendations Cabrillo of Unified School District Opening of School Guidelines.



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Opening of Schools Plan

Leticia Bhatia, Ed.D., Assistant Superintendent

Jesus Contreras, Chief Business Officer

July 16, 2020

Presentation to the CUSD Governing Board and Superintendent

AGENDA

- I. Welcome
- II. CUSD Opening of Schools Framework Proposal
 - A. Stakeholder Input Process
 - B. CUSD Survey Data Overview
- III. SMCOE Four Health Pillars
- IV. Instructional Program Recommendation
 - A. Secondary Schools
 - B. Elementary Schools
- V. New SB 98
- VI. Next Steps



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CUSD Opening of Schools Framework Proposal



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Research and Guidance

At CUSD, we have interrogated global, federal, state, and local guidance to inform the development of our CUSD Opening of Schools Framework Proposal.

There are three main documents we have used and will continue to use to anchor the model(s) that will provide for a safe Reopening of Schools in the Fall.

1. [San Mateo County Health Orders](#)
2. [California Department of Education \(CDE\) "Stronger Together Guide" Guidebook for the safe reopening of schools](#)
3. [San Mateo County Office of Education \(SMCOE\) Pandemic Recovery Framework](#)

Note: Staff also used input from the [Centers for Disease Control and Prevention](#) Guides.



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CUSD Stakeholder Input Systems for Opening of Schools



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OS Steering Committee Members

Food Service Coordinator	Sandra Jonaidd
Maintenance, Operations & Transportation	Jaime Rico & Jose Mata
Technology Director	Randy Rudolph
Family Engagement, Early Learning and Special Projects Supervisor	Rosalva Segura
District Nurse	Susan Ciccarelli Vana
Director Educational Support Services	Holly Wade & Martha Ladd
Elementary CUTA Member	Misty Veloso
Secondary CUTA Member	Sean Riordon & Claudia Lunstroth
CUTA Bargaining Chair	Kathleen Wall
Elementary Administrator	David Porcel
Middle School Administrator	James Barnes
High School Administrator	John Nazar
Administrative Assistant(s)	Cathy Gray (Elementary)

CSEA Member	Stig Lynne
CSEA Member	Sonja Krieger (Secondary)
CSEA Bargaining Chair	Diane Paioli
Athletic Director	Brendan Roth
DELAC Parent Member	Catalina Maya Martinez
FV PTO Member	Kristeen Nunziati-Ament
Cunha PTO	Lisa Zanette
KM PTO co Prez 50%	Christy Walker
KM PTO co Prez 50%	Amber Stariha
Hatch SIPA	Kerri Costa
Hatch PTO member	Dr. Roxanna Irani
Hatch PTO (alternate)	Kendra Holland
HMB HS	Amy Broome
EG PTO	Breanna LaFontaine
CBO - Facilitator(s)	J Jesus Contreras & Leticia Bhatia
Notetaker(s) & Admin Support	Josefina Infanzon & Cristal Hernandez

OS Focus Groups

Parents (English)

**Parents of Students
with Disabilities**

(English)

Certificated Staff

**Parents &
DELAC/ELAC** (Spanish)

**Parents of Students
with Disabilities**

(Spanish)

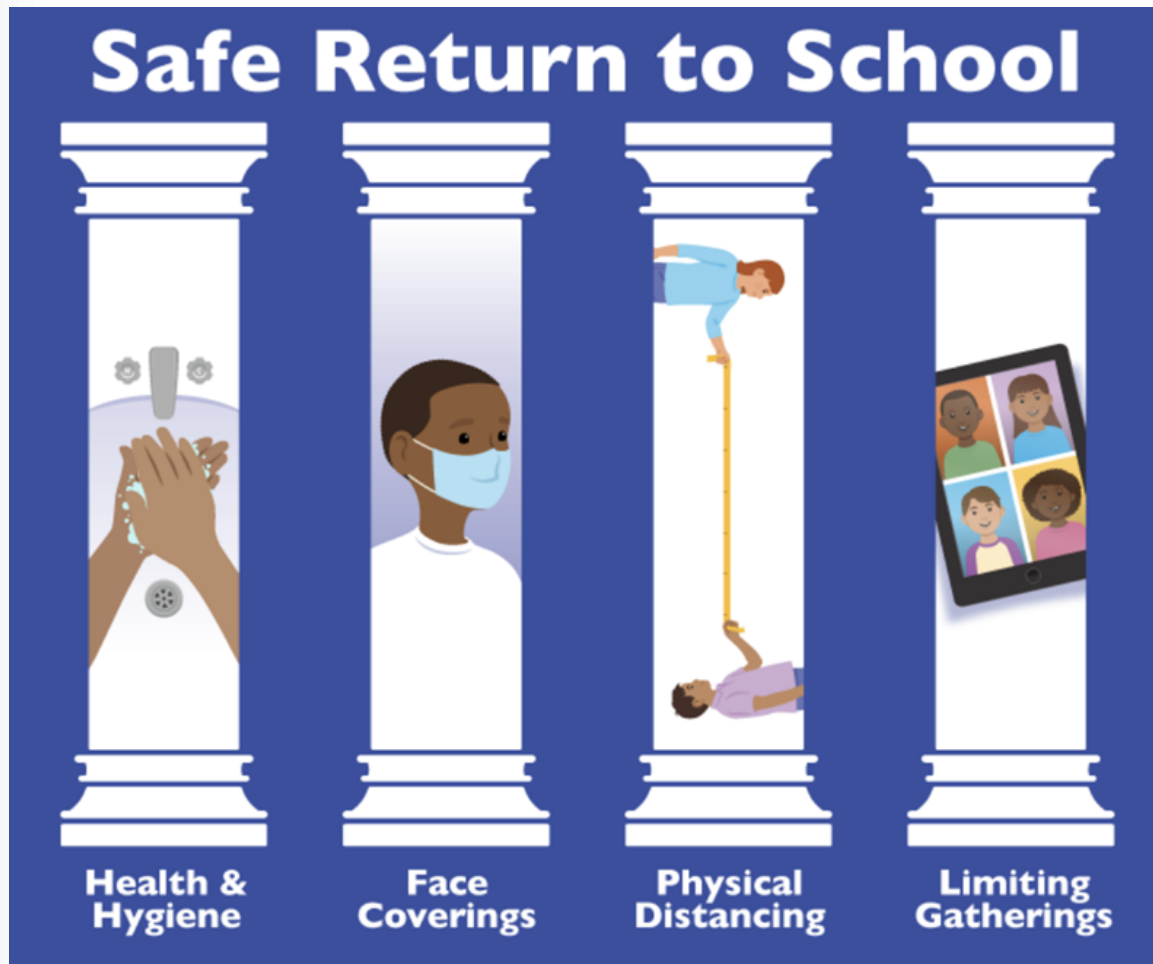
Classified Staff

**Parents new to
CUSD**
(English & Spanish)

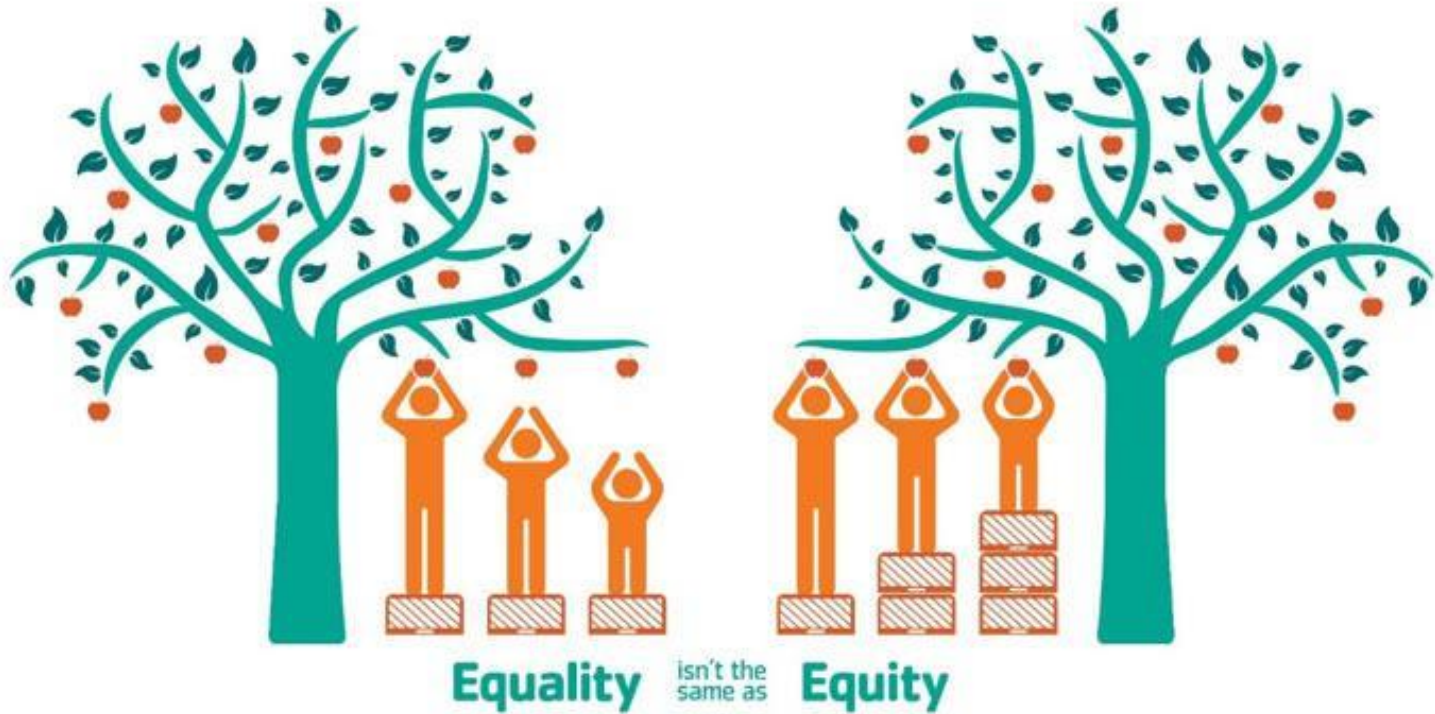
**Community
Partners**

Unrepresented Staff

4 Health Pillars



Equity Focus



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Key Terms

- **Hybrid Learning Model:** This is a blended learning model that will combine In-Person Instruction and Asynchronous Learning.
- **Synchronous learning:** This is a general term used to describe forms of education, instruction, and learning that occur live and remotely with a teacher instructing students.
- **Asynchronous learning:** This is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as pre-recorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time.
- **Remote Learning:** This is a learning environment where the student and the educator are not physically present in a traditional classroom environment. Instruction occurs using technology, such as discussion boards, video conferencing, and online assessments.



Opening of Schools CUSD Survey Data Overview

Overview and Summary



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OS Survey: Parent and Staff

Survey was open June 25, 2020 - July 3, 2020

A total of 689 Parents responded to the survey (647 in English and 42 in Spanish)

A total of 106 staff members responded to the survey (75 are Certificated Staff)



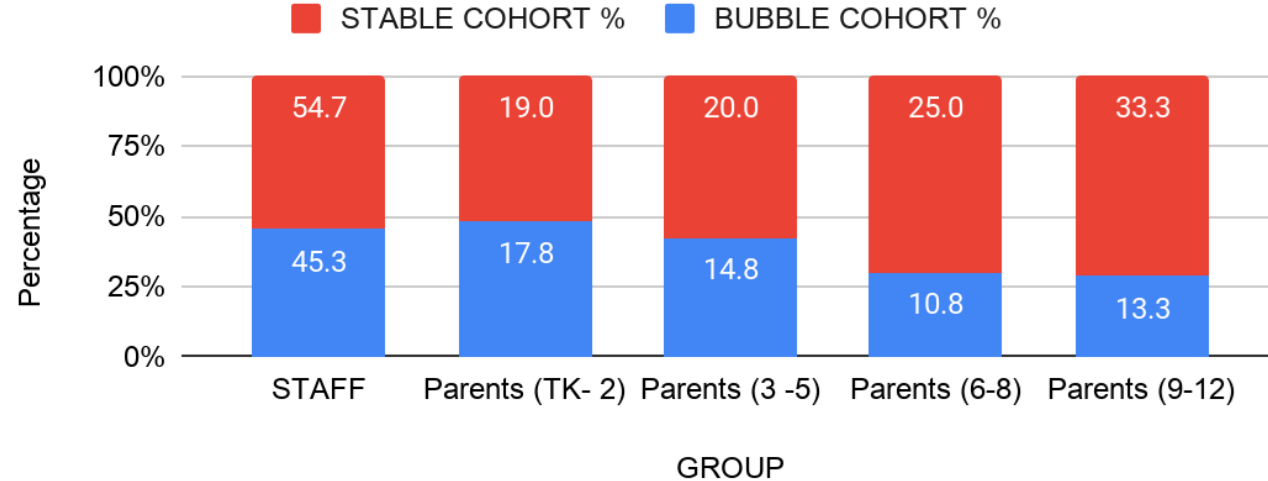
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OS Survey: Stable vs. Bubble Cohorts

LEARNING MODELS

Per Stakeholder Group



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Learning Models

LEARNING MODEL A: In-Person/Asynchronous A/B Day Hybrid:

2 full days a week for In-Person Instruction, 2 days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher

LEARNING MODEL B: In-Person/Asynchronous A/B Half Day Hybrid:

Students would attend 2 half days a week for In-Person Instruction, 2 half days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher

LEARNING MODEL C: In-Person/Asynchronous A/B Week Hybrid:

Students would attend 4 full days a week for In-Person Instruction on week A and 4 days a week for Asynchronous learning on Week B, and 1 day a week for independent work assigned by a certificated teacher

LEARNING MODEL D: In-Person/Asynchronous A/B Week Hybrid:

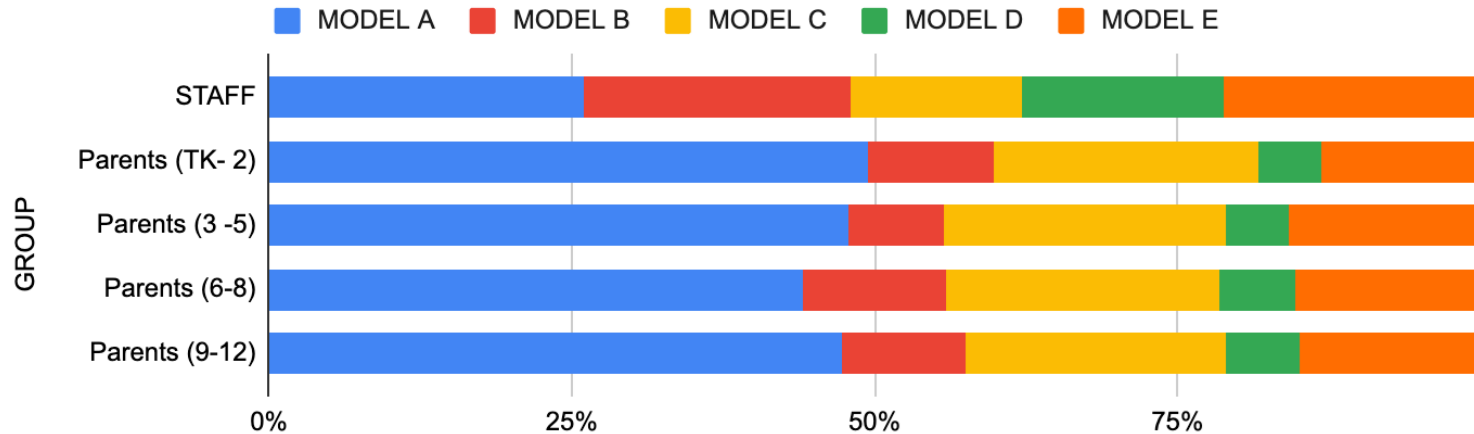
Students would attend 4 half days a week for In-Person Instruction on week A and 4 half days a week for Asynchronous learning on Week B, and 1 day a week for independent work assigned by a certificated teacher

LEARNING MODEL E: 100% Remote Learning (50% Live Synchronous Instruction and 50% Asynchronous instruction)

OS Survey: Learning Models

LEARNING MODELS

Preference by Group



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OS Survey: Learning Models

GROUP	MODEL A	MODEL B	MODEL C	MODEL D	MODEL E
STAFF	33	28	18	21	27
Parents (TK- 2)	132	28	58	14	35
Parents (3 -5)	121	20	59	13	40
Parents (6-8)	121	32	62	17	42
Parents (9-12)	162	35	73	21	51



OS Survey: Learning Models Analysis

Learning Model A is the one parents and teachers prefer the most

Learning Models teachers are least interested in: C & D

(1) 31% of teachers can make this option work, even though it's not their favorite

(2) 26% of teachers can make this option work, even though it's not their favorite

(3) 28% of teachers only if absolutely necessary

(4) 20% of teachers can make this option work, even though it's not their favorite

(5) 25% of teachers think this is a great model



OS Survey: General Themes

The data indicate that the majority of staff and parents prefer a combination of In-Person/Online Distance Learning

The majority of staff (59%) and parents (81%) surveyed feel comfortable returning back to school if all safety precautions are accounted for and enforced

The majority of staff and parents prefer a learning model with a Stable Cohort

Learning Model A is the model parents and teachers prefer the most, followed by Learning Model E

Note that there was not a overwhelming Learning Model from all stakeholders exceeding more than 50%

The tools students used during Remote Learning parents thought more effective were Video Conferencing (Zoom or Meet) and Google Classroom



Online Learning Model Effectiveness	VERY EFFECTIVE		EFFECTIVE		SOMEWHAT EFFECTIVE		NOT AT ALL EFFECTIVE	
	STAFF	PARENTS	STAFF	PARENTS	STAFF	PARENTS	STAFF	PARENTS
"Live" / Synchronous meetings or lessons with teachers and staff via videoconferencing	17	119	34	187	33	219	5	90
Recorded / asynchronous learning assignments that can be accessed anytime	16	85	31	149	32	226	5	86
Established virtual "office hours" with teachers and staff	10	60	34	118	29	164	8	84
Opportunities for online community-building activities	10	34	25	67	26	97	5	95
Communicating learning expectations online	16	54	33	125	37	144	7	105
Group, collaborative projects	6	29	9	60	25	97	8	91
Communication with families about how to support their student's learning online	14	53	44	103	31	148	6	100
Flexibility with schedule	34	129	42	153	18	145	2	96
Online Discussions (e.g. discussion boards, blogs, video conferencing)	10	45	23	97	36	131	4	81
Frequent feedback on student progress	19	70	33	85	31	119	3	121
Phone conferences with the classroom teacher	12	59	33	51	21	69	3	89

Focus Group Themes

Parents

- Requested increased professional development for staff
- Requested protocols for student face coverings across all grade spans
- Scheduling of siblings on same days of in-person instruction
- Dual Immersion model concerns
- Parents are not in favor of a 100% Remote Learning Model

Certificated

- Concerns about level of exposure to the COVID-19 upon reopening of schools
- Concerns about sufficient training, platforms, and applications to use for remote learning
- Secondary staff concerned about having larger exposure to (more) students and not enough space to maintain 6 foot separation
- Protocols for medical conditions that increase exposure to COVID-19
- Protocols for the use of student face coverings leaning towards 100% use of face coverings

Classified

- Serving students with disabilities and students learning language (TK-1 and ELs)
- Prefer students on campus
- Procedures for Disinfectants (ex: Manipulatives, Toys)
- Protocols for medical conditions that increase exposure to COVID19
- All-Hands-on-Deck initiative & how to preserve as many jobs as possible

Unrepresented

- Support 2 full day a week model
- Ponder the feasibility of two cohorts per day of instruction due to limited staff and time for effective sanitizing
- Secondary and Elementary specific Focus Groups to continue review of model(s) details
- Continue Elementary and Secondary Reopening of Schools Taskforce



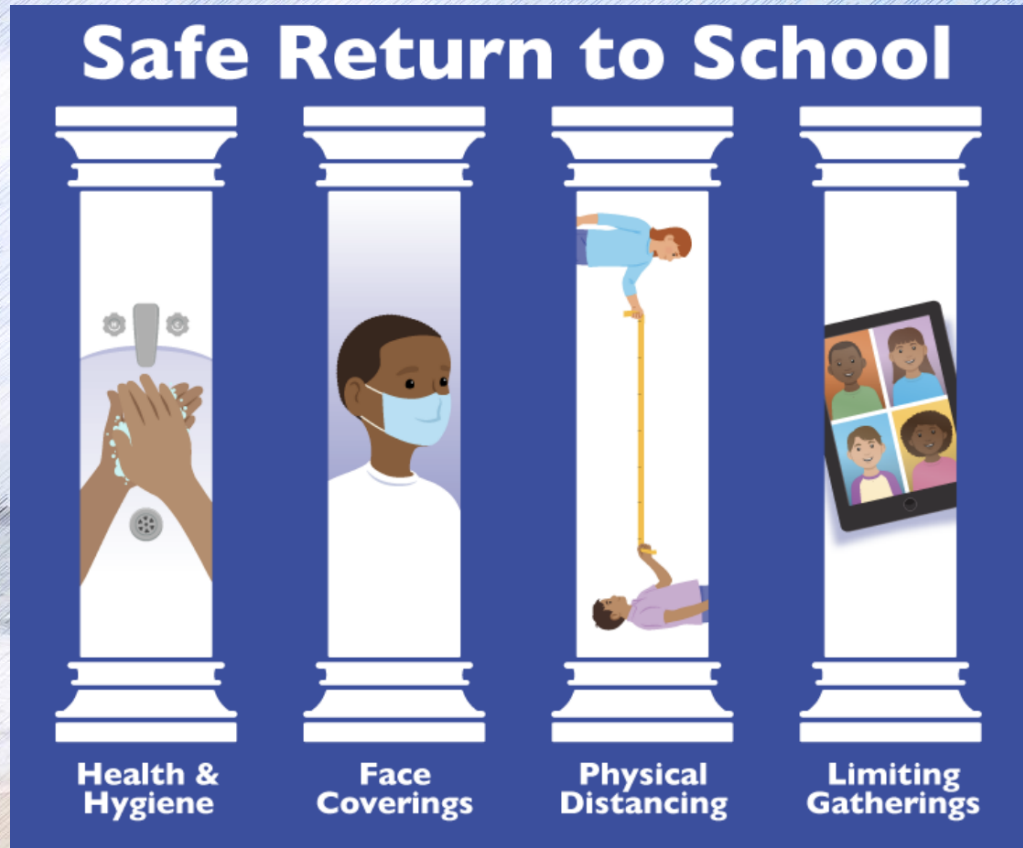
Learning Model A is PREFERRED

In-Person/Asynchronous (A/B Full Day Hybrid)

- Learning Model A
 - Would limit the number of students on campus to 50% of typical enrollment
 - Divide all classes into two equal groups
 - Each group would be scheduled to attend in-person learning on 2 days of the the week, Asynchronous learning 2 days of the week, and independent assignments/activities 1 full day a week
 - Nutritional requirements will be met



SMCOE 4 Pillars



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What We Know So Far About COVID

1. COVID is primarily spread through droplets.
2. Preventing droplet transmission: face coverings, 6 feet of distance, and hand washing
3. What is high-risk exposure?
> 15 minutes within 6 feet without appropriate PPE protection
4. Children are less likely to get COVID.
<18 years old are 2% of all confirmed cases in the US.
5. Children do not appear to be the major source of transmission to each other or other adults. Adults are more likely to transmit to each other.
6. Training is imperative to be successful. Students/staff/administrators



1. All members of the school community will stay home if showing signs of fever, cough, or flu-like symptoms.
2. COVID-19 questionnaire will be filled out each morning by all the staff/students.
3. Good hand washing is essential. The school community will wash hands at home prior to arriving at school. Hand washing is for 20 seconds.
4. All students and staff will wash their hands upon arrival at the schools.
 - a. Hand washing stations or sanitizing gel will be available.
 - b. Frequent hand washing will be done throughout the day.
 - c. Per CDC: "Cold water is acceptable."

Health and Hygiene (continued)

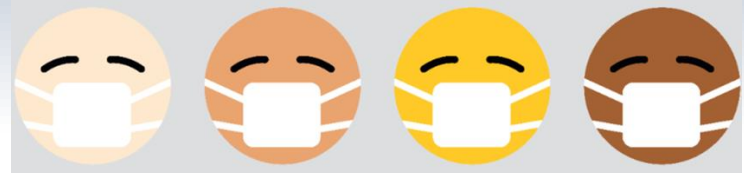
5. Temperatures will also be taken each day at home prior to leaving for school.
6. Temperatures will be taken every day when staff/students first enter a CUSD campus.
 - a. might be taken at cars
 - b. at campus washing stations
 - c. at the door to the classroom

Using the Berrcom non-contact infrared thermometer.

7. Bus Transportation (Special Education): Procedures that will be put in place at school campus entrances will be followed at bus, prior to student boarding.



Face Coverings

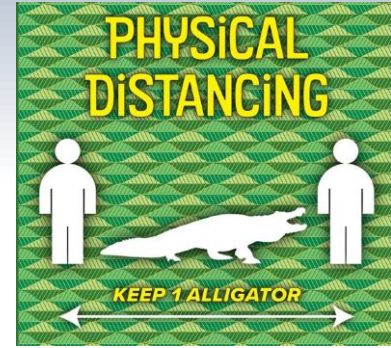


1. All CUSD community (staff/students) will wear face coverings.
Special situations will apply for some in the wearing of face coverings.
2. Face covering must cover the mouth and nose and must go under chin.
Two-ply or greater is preferred.
3. Shields will be provided to:
 - a. Staff working with SDC moderate-severe students
 - b. Nursing (suctioning, respiratory issues)
 - c. Janitorial staff
 - d. Medically compromised
4. Follow the SMCOE guidelines for the wearing of mask in younger children.
5. Use outdoor activities that are socially distanced to give break from mask fatigue (e.g., consider tents placed on fields to hold some classes).



Physical Distancing/ Limited Gatherings

According to the CDC, physical distancing is one of the most effective tools to avoid exposure to COVID.



1. Keep desks 6 feet apart.
2. Lay tape around each teacher's desk for a 6 foot perimeter.
Students/staff may not cross over without the teacher's permission.
3. If a person is under 6 feet of distance, a mask is required.
4. Break rooms should be sectioned off in 6 ft. social distancing marks.
5. Stable cohorts should be in practice.
6. Use outdoor space when available.
7. Most meetings will be held virtually, as much as possible.
8. Follow established framework for suspected/confirmed case on campus.



Next Steps

1. Building the confidence of the staff and teachers.
2. Health handbook for the CUSD staff.
3. Training for all CUSD staff.
4. Posters and signage for the campuses and classrooms.
5. Continue to improve and grow in collaborating together with the goal to keep our school community safe and healthy.
6. Be positive in attitude to achieve what is possible.



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CUSD: Opening of Schools

Program Recommendations and Considerations



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Learning Program Recommendations & Considerations

RECOMMENDATIONS

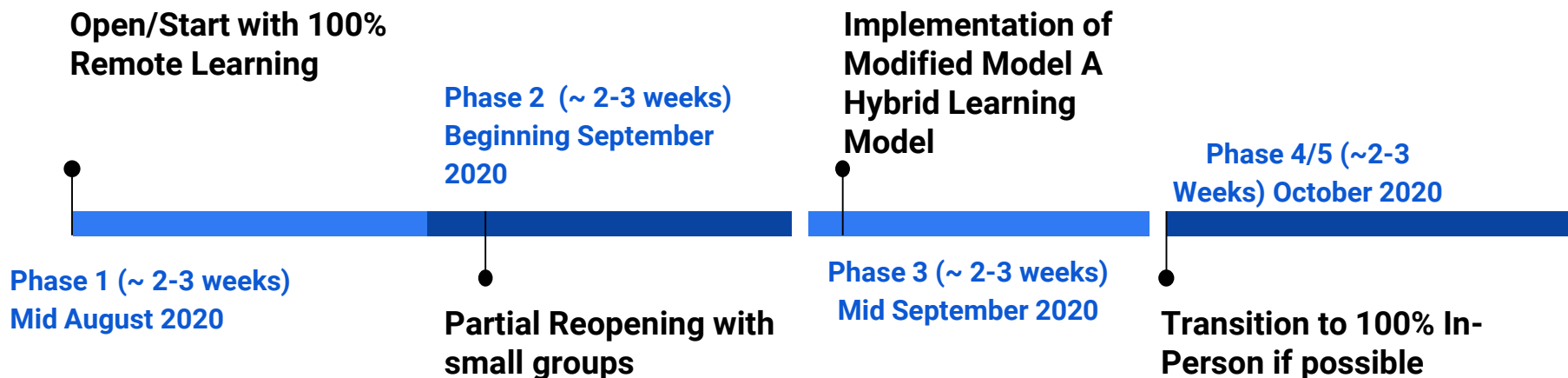
- **Learning Model A:** Hybrid In-Person and Remote Learning (Student 2 day In-Person/3 day Asynchronous)
- **1 day per week for certificated** reserved for planning, student/family communication, and/or professional development
- **Learning Model E:** Remote Learning to students who are not ready to return to in-person instruction
- **Staff and Parent Framework** via a handbook to define Protocols and Procedures
- **Continuation of OS Input Meetings** throughout 2020

CONSIDERATIONS

- **Phase-In Reopening:** To allow for Teacher and Staff Professional Development (2-4 day later start)
- 2 week check-in to proceed to Phases
- **4 days per week:** sections or classes less than 12 (e.g., Special Education and English Language Development)
- **Considerations of Models:** should county health orders or CDE recommendations change, to offer increased synchronous and/or in-person instruction (ensuring safety of students and staff and adherence to state and local regulations)



Timeline: Contingent on most current Updated Changes to SMC Health Orders



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Remember to be flexible and expect changes
in order to adjust to changes to San Mateo
County Health Orders or State/Local Guidance



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Secondary Learning Phase-in Model

Secondary Task Force Members

Cunha

James Barnes, Principal

Ben Bartel, Assistant Principal

Diane Angst, ELD Dept. Chair

Tom Cox, Social Studies Dept. Chair

Karen Egan, Special Education Teacher

Dena Grover, Librarian

Nicole Higaki, ELA/Reading Teacher

Half Moon Bay High School

John Nazar, Principal

Deanna Tower, Assistant Principal

Andrew Boysen, Assistant Principal

Joseph Centoni, Teacher

Nancy Damarodas, Paraprofessional

Marsenne Kendall, Teacher

Michael Muramoto, Counselor

Traci Yerby, Teacher



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Cabrillo Unified School District - Secondary Learning Plan

Cunha Intermediate School 6th-8th Grades, Half Moon Bay High School 9th-12th Grade

Fall 2020 Learning Plan

- Proposed learning schedule & calendar for beginning Fall 2020 Semester
 - Teacher and Student Orientations before beginning synchronous learning
 - Phased approach with flexibility to transition to different levels of remote learning
- Checkpoints for evaluating schedule and Phase level
- Recommended Phases
- Rationale for learning models
- Process for reassessing of Phases
- Synchronous remote learning examples
- Special considerations for student subgroups
- Weather conditions / Outdoor learning
- Next steps



Staff Professional Development/Training, Campus Preparation

Week of Aug. 10th Plan for teachers/staff:

- Welcome back packet for coronavirus procedures for teachers
- Coronavirus procedures in section of handbook and addition to Cub Agenda / HMBHS Student Handbook
- Teacher training in remote best practices
- IEP At-a-Glance and accommodations ready for general education teachers

Campus Preparation:

- Marking of seating areas, assigned seats
- Marking halls, stairways (up and down), and outdoor areas for student movement
- Fans in rooms, open windows: ventilation secured
- Create outdoor seating/teaching areas if possible
- Hygiene stations readied and assigned to classrooms/buildings



Week of August 17th - Student Orientation / Staff Course Preparation

Goals introduction to the semester structure for learning as well as an introduction to the campus culture and classroom expectations.

Meetings are designed to create a positive climate for learning and collaboration among all stakeholders on campus.

- Remote meeting with Site Administration with grade levels
- Remote meeting with Counselors
- Short remote meeting with course teachers to explain expectations
- Remote meeting with special campus groups/classes
 - Examples: Leadership, Broadcasting, Campus Clubs
- Scheduled times to come to campus for equipment / books
- Hygiene procedures (wash hands with warm water and soap, hand sanitizer)

Goals for teachers: Opportunity to focus on planning learning experiences for students under the new model(s) and provide opportunity to orient students/families to courses



Phases and Checkpoints

Phase Approach: *The flexibility of this approach allows us to educate our students in the safest and most responsible way. Movement between Phases will be dependent upon the current status of COVID-19 and the checkpoints listed below, as well as the recommendations made by local, state, and federal governments.*

Checkpoints will be used to decide when to transition between Phases or modify the structure of the current Phase.

Checkpoints will evaluate:

- Health and safety concerns
- Effectiveness of instructional strategies
- Student engagement
- Instructional minutes
- Physical infrastructure modification



Phase Descriptions *(see schedules on later slides)*

- **Phase 0:** Orientation/Preparation days for students and teachers.
- **Phase 1:** All students in remote learning with synchronous learning 4 days per week (block schedule, each class meets 2 days per week online). Asynchronous learning on Monday and teacher-directed meetings/outreach after lunch Tuesday through Friday.
- **Phase 2:** Limited student groups on campus. See differences between sites below.

High School	Cunha
Phase 1 remote learning with limited on-campus instruction; Possible small bubbles of English Learners, special education students, and hands-on courses with supervised spaces for students who need a safe physical space for remote learning	Students begin attendance in Home; Room Bubble Cohorts, using a hybrid weekly A/B group Schedule.



Phase Descriptions *(see schedules on later slides)*

- **Phase 3:** 50% of all students on-campus at a time in A/B cohorts following block schedule in mix of indoor/outdoor learning sites. Students have each class 1 day per week in person. *Potentially alternate in-person/remote weeks.
- **Phase 4:** Phase 3 with full access to indoor instruction.
- **Phase 5:** Return to normal schedule with all students on campus.



Phase 1

Cabrillo Unified School District - Secondary

Remote Learning: Blended Synchronous/Asynchronous

	Teacher PD / Planning Day	Synchronous Instruction Days			
	Mon	Tues	Wed	Thurs	Fri
8 - 8:50am	<i>Teachers: PD/Planning</i> <i>Students: Independent (Digital Asynchronous)</i>	1st Period		1st Period	
9:00 - 9:50 am		3rd Period	2nd Period	3rd Period	2nd Period
10:00 - 10:50 am		5th Period	4th Period	5th Period	4th Period
11:00 am - 11:50 pm		7th Period	6th Period	7th Period	6th Period
11:50 am - 12:20pm	Student and Teacher Lunch				
12:30 - 3:30pm	<i>Teachers: PD/Planning</i> <i>Students: Independent (Digital Asynchronous)</i>	<i>Teachers: digital check-ins with students, provide feedback on remote work, planning</i> <i>Students: Independent (Digital Asynchronous)</i>			



Phase 2

Cabrillo Unified School District - Secondary

HMBHS

Remote Learning (Phase 1)
schedule for most students with
limited on-campus instruction for
specific groups of students

Cunha

Students meet on campus in
bubble cohorts with 1 classroom
teacher (A/B groups); 2-hours of
synchronous instruction with
break (TBD) combined with
asynchronous instruction.

Phase 3

Cabrillo Unified School District - Secondary

*Note: Divide Group A (A-M) and Group B (N-Z) by Alpha
(Cunha/HMBHS same alpha groups)*

Hybrid in-person instruction (A/B cohorts primarily in outdoor settings) with asynchronous remote learning

	Teacher PD / Planning Day	Synchronous Instruction Days							
	Mon	Tues		Wed		Thurs		Fri	
Groups	All Students/Teachers at Home	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
		In-Person	At-Home	In-Person	At-Home	At-Home	In-Person	At-Home	In-Person
8 - 8:50am	Teachers: PD/Planning Students: Independent (Digital Asynchronous)	1st Period				1st Period			
9:00 - 9:50am		3rd Period		2nd Period		3rd Period		2nd Period	
10:00 - 10:50am		5th Period		4th Period		5th Period		4th Period	
11:00am - 11:50pm		7th Period		6th Period		7th Period		6th Period	
11:50am - 12:20pm	Student and Teacher Lunch								
12:30 - 3:30pm	Teachers: PD/Planning Students: Independent (Digital Asynchronous)	Teachers: digital check-ins with students, provide feedback on remote work, planning, opportunity for students to set meetings with teachers Students: Independent (Digital Asynchronous), opportunities to meet with teachers							

Rationale for Learning Models - Phase 1

We will need to be able to smoothly shift back and forth from remote learning to in-person learning as conditions change. A Phase model with consistent online synchronous and in-person instruction time allows simple transitions.

Phases 1 and (HS Phase 2): Synchronous / asynchronous remote

- Classroom spaces and student/faculty ratios are not conducive for a responsible shift to in-person learning.
- Time is required to evaluate and set up campus for new models in later Phases.
- The kinds of instructional strategies available for in-person instruction will be very limited given social distancing requirements (traditional group projects, hands-on learning, and lab based learning will be not be possible). There are more options for these activities with remote tools.
- Zoom fatigue (3-4 hours of online synchronous learning in a day is reasonable).



Rationale for Learning Models - Phase 2 (Cunha)

Phase 2: Cunha

- Students meet with 6th Period (Homeroom) teacher to address social/emotional needs.
- Teachers and staff can build rapport and relationships with students during their “bubble cohort.”
- Cunha students, especially entering 6th graders (@11 years of age), have never attended multi-period classes before. They are also not familiar with School Loop or online assignment calendars, platforms such as Google Classroom, and online coursework submission. Middle school is particularly dedicated to socialization and social-emotional learning. Middle school students need in-person contact for training and social development.
- English Learners, some special education students, and supervised spaces for small bubbles of students who need a safe physical space for remote learning, as needed.



Rationale for Learning Models - Phase 2 (HMBHS)

Phase 2: High School

Phase 2 would allow for the development of on-campus settings for students who would most benefit from small group, in-person learning environments.

- Potential to create small on-campus bubble cohort classes for:
 - Special Day Classes
 - Some students with IEPs and 504s
 - Some English language learners
- Potential to create safe, supervised spaces for some students to work on remote learning on campus for students that do not have technology access or other circumstances which require supportive learning environment.



Rationale for Learning Models - Phase 3

Phase 3: Hybrid in-person synchronous (A/B cohorts) / asynchronous remote

- Need to utilize outdoor spaces and smaller cohorts
- Provides weekly in-person instruction and academic check-ins with students
- Teachers need time to communicate with students/parents about remote lessons and to provide feedback on lessons (Monday full-day and Tues-Fri 12:30-3:30).
- In-person instruction periods that end at lunch would help reduce student crowding on campus and also aid in the challenges of enforcing social distancing.



Rationale for Learning Models - Phases 4 & 5

Phase 4: Hybrid in-person synchronous (A/B cohorts) / asynchronous remote

- Similar to Phase 3 with in-classroom learning
- Gives time to assess/prepare all indoor spaces to safely hold classes

Phase 5: Normal master schedule if deemed practical and possible



Process for Ongoing Evaluation of Phases

Site Administration will communicate with and gather feedback from the following stakeholders:

- Teachers and Staff
- Academic Council/Department Chairs
- Leadership Team
- Counseling Department and School Linked Services Providers
- School Site Council (SSC)
- Parent-Teacher Organizations (PTOs)
- English Learner Advisory Committee (ELAC)
- CUTA and CSEA
- Health and Wellness Committee

Outcomes reported to CUSD Administration and School Board



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Synchronous online learning examples

Students review a screencast or video and then engage in discussions through break-out rooms

Use of video conferencing and break-out rooms to conduct Socratic Seminars, Think-Pair-Share, Debates, etc.

Teacher conducts whole group discussion through video conferencing and use of chat tools

“Synchronous” Online Learning: Teacher and students interact in real time online through a variety of technologies

Small group collaboration on problem sets and enduring questions (example: examining case studies)

Student project presentations and reports

Teachers will integrate a variety of technology tools and utilize supplemental curriculum in the design of their courses



Weather Conditions

In Phases 2 and 3, small groups of students could safely participate in in-person synchronous learning outside due to our temperate climate in Half Moon Bay.

This would allow safe physical distancing between students in outdoor learning spaces which eliminates working in a crowded classroom with poor air circulation.

Immediate transition back to Phase 1 during fire season, if necessary.

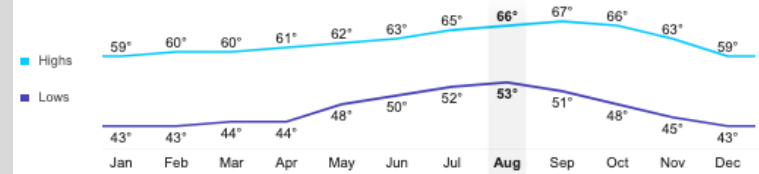
Resources on outdoor learning spaces:
<https://www.greenschoolyards.org/covid-learn-outside>

Half Moon Bay, CA

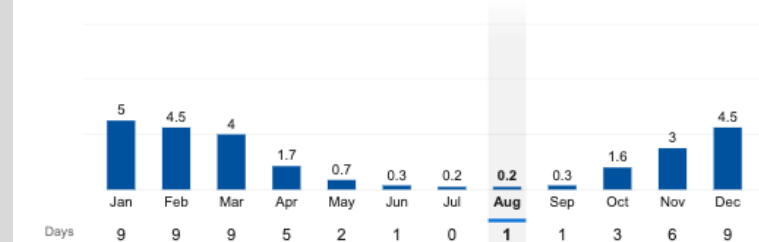
Weather averages

Overview **Graphs**

Temperatures (°F)

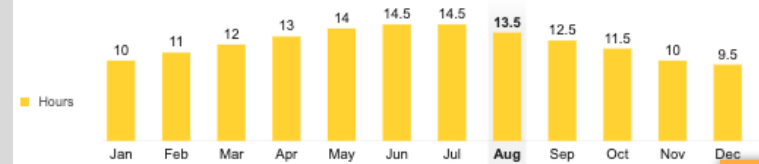


Rainfall (inches)



No snowfall recorded

Daylight



Source: NOAA



Next Steps

- Create task force to develop checkpoints and process for transition between phases and triggers for returning to earlier phases
- Identify Student Cohorts
- COVID-19 Safety Training (Staff & Students)
- Identify and purchase the technology and online instruction tools needed to successfully implement Phases
- Develop structures for communicating with all families
- Develop instructional expectations for faculty
- Facilities (indoor and outdoor)
 - Develop expectations for outside instructional areas
 - Create a task force to plan this (<https://www.greenschoolyards.org/covid-learn-outside>)
 - Identify safe locations for all classes to meet outdoors on campus
 - Shade and seating conducive to studying
 - Install additional outdoor wireless access points throughout campuses
 - Access to wash stations / sanitation protocols



Things to Consider:

- Numbers of students who will not return in-person needed soon.
- Numbers of teachers who will meet criteria for not returning in-person needed soon.
- Temperature Checks - required? who will administer? procedures? Accuracy? (frequent false high temperatures)
- What happens when staff or students test positive? Protocols need to be in place for suspected COVID infection for contact tracing.
- Sanitation of equipment between classes? Students wiping desks, but no shared textbooks/lab equipment?
- In-person teaching under COVID-19 rules will be limited by the needs for safety, and more practically this will also provide social-emotional support and some return to normalcy for students
- Emotional support
- Attendance/Participation - Family/student accountability
- Bathrooms - water temperature, soap, hand sanitizer
- Masks supplied? Branded by school plus disposables?
- How to safely distribute textbooks/library books





CUSD: Elementary Return to School Plan



July 2020



Task Force Members:

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David Porcel

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Bryan Felts

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Robin Inglis-Arkell

Rachael Sage

Ramlin Younan

Misty Veloso

Martha Ladd

Overview

- Return-to-school calendar recommendations - including professional learning and training schedule as well as preparation and distribution of student materials
- 4 phase model for return to school - including checkpoints and consideration of grade spans
- Instructional minutes across content areas - Recent SB 98 recommendations and consideration of grade spans

Proposed Phase-in Timeline for Return to School*

1. August 10th - August 14th: Professional learning, materials and resource development for students, parent engagement
2. August 17th and 18th - Teacher work days, material distribution to families and caregivers
3. August 19th - Return to school Phase 1: 100% remote learning
4. September 8th - Begin Phase 2 of return to school plan: Intensive Support Model
5. September 21st - Begin Phase 3 of return to school plan: Hybrid Model A
6. To be determined - Phase 4 return to school plan: Traditional Model

* These dates are proposed and could change based on School Board or local or State agency recommendations.

4 Phase Matrix Based on Risk Analysis:

	High Risk (Phase 1)	Medium to High Risk (Phase 2)	Medium to Low Risk (Phase 3)	Low Risk (Phase 4)
Who goes?	Remote Learning Model: All students - Digital synchronous and asynchronous learning	Intensive Support Model: Students in specialized programs ONLY (IEPs, ELLs with IEPs)	Hybrid Model: Two cohort groups Intensive support model (4 days): Students in specialized programs (IEPs, ELLs with IEPs)	Traditional School Model: All Students
How many days?	5 remote days	4 in-person days * work with special services * receive SAI instruction * SEL work	Each cohort * 2 in-person days * 1 independent day * 2 asynchronous days	5 in-person days
How long?	TK / K - 180 minutes 1st / 2nd - 230 minutes 4th / 5th - 240 minutes	TK / K - 180 minutes 1st / 2nd - 230 minutes 4th / 5th - 240 minutes	TK / K / 1 - 4 Half days 2nd - 5th - 2 Full school days Asynchronous - See Phase 1	Full school day

Considerations for Content and Schedules

- **Critical Content** - Must-do content areas in hybrid model. Critical skill and content building that must happen daily in each grade level.
(Reading, Writing, Math, English Language Development (ELD), SEL)
- **Essential** - Important content for connecting/expanding skills. Content that is critical for the application of problem-solving/logic skills.
(Science, Social Studies, PE)
- **Enrichment** - Given time constraints in a hybrid model, teachers are to determine the frequency and intensity of enrichment programs
(e.g., Art, Music, HEAL Project, drama, library, coding)

Phase 1 - Remote Learning

- Live teacher-led (synchronous) instruction daily
- Asynchronous assignments daily
- Live Intensive Services for students with IEPs
- Access to support/supplementary programs for Tier II instruction
- Opportunities for virtual small group instruction

Phase 1: Instructional Minutes for TK, Kindergarten and 1st Grade *

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	<u>Three 20-minute small group rotation:</u> 1. Synchronous 2. Digital/assignment 3. Digital/assignment
Break	20	
Writing	20-25	Whole class synchronous
Break	20	
Math	60	<u>Three 20-minute small group rotation:</u> 1. Synchronous 2. Digital/assignment 3. Digital/game
Lunch	45	
Essential/Enrichment/Critical (ELD)	30	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

Phase 1: Instructional Minutes for 2nd and 3rd Grade

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Writing	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Math	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Lunch	45	
Essential/Enrichment/Critical (ELD)	30	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

Phase 1: Instructional Minutes for 4th and 5th Grade

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Writing	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Math	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Lunch	45	
Essential/Enrichment/Critical (ELD)	45	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

Phase 2: Limited on campus learning for special groups

- Receive support services (Speech, OT, PT, Mental Health)
- Receive Specialized Academic Instruction and general education supports
- Receive English Language Development support for students with IEP's
- Student days would follow remote learning schedule

Phase 3: Hybrid Model

- Two days in-person learning for all students
- Two additional days of in-person support services for special groups
- Two days asynchronous learning for all other students
- One day independent asynchronous learning (all students)

Hybrid Model Weekly Schedule: TK/K/1st

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort AM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs
Cleaning	2 hrs	2 hrs		2 hrs	2 hrs
Cohort PM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs

TK / K

(900 minutes per week)

	In-Person <i>4 days am/pm cohorts</i>	Asynchronous <i>4 days</i>	Independent <i>Wednesday</i>
Reading / Language Arts	30 Minutes	15 Minutes	15 Minutes
Writing	20 Minutes	15 Minutes	15 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	15 Minutes	15 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes		
Enrichment / Etc.		15 Minutes	15 Minutes
TOTAL Minutes	150 Minutes (x4=600)	60 minutes (x4=300)	60 minutes (x1=60)

1st Grade

(1,150 per week)

	In-Person <i>4 days of am/pm cohorts</i>	Asynchronous <i>4 days</i>	Independent <i>Wednesday</i>
Reading / Language Arts	30 Minutes	20 Minutes	20 Minutes
Writing	20 Minutes	20 Minutes	20 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	30 Minutes	30 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes	20 Minutes	20 Minutes
Enrichment		20 Minutes	20 Minutes
TOTAL Minutes	150 Minutes (x4=600)	110 Minutes (x4=440)	110 Minutes (x1=110)

Hybrid Model Weekly Schedule 2nd - 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

2nd - 3rd Grade Schedule

(1,150 per week)

	In-Person <i>2 full-day cohorts</i>	Asynchronous <i>2 days</i>	Independent <i>Wednesday</i>
Reading / Language Arts	40 Minutes (x2=80)	45 Minutes (x2=90)	45 Minutes
Writing	40 Minutes (x2=80)	50 Minutes (x2=100)	50 Minutes
FUNdations	30 minutes (x2=60)	30 Minutes (x2=60)	30 Minutes
Math	50 Minutes (x2=100)	50 Minutes (x2=100)	50 Minutes
SEL	30 Minutes (x2=60)	15 Minutes (x2=30)	15 Minutes
Science / Social Studie / PE / ELD	60 Minutes (x2=120)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,150 Weekly)	290 Minutes (x2=580)	190 Minutes (x2=380)	190 Minutes (x1=190)

Hybrid Model Weekly Schedule 4th - 5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

4th - 5th Grade Schedule

(1,205 minutes per week)

	In-Person <i>2 full-day cohorts</i>	Asynchronous <i>2 days</i>	Independent <i>Wednesday</i>
Reading / Language Arts	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
Writing	45 Minutes (x2=90)	45 Minutes (x2=90)	45 Minutes
Math	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
SEL	30 Minutes (x2=60)	20 Minutes (x2=40)	20 Minutes
Science / Social Studies / PE/ELD	90 Minutes (x2=180)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,205 Weekly)	325 Minutes (x2=650)	185 minutes (x2=370)	185 minutes (x1=185)



Questions?



CUSD: Opening of Schools

Senate Bill 98



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SB 98: Budget Bill

On June 29, 2020, Governor Gavin Newsom signed into law SB-98
Education Finance: Education Omnibus Budget Trailer Bill:

[Governor Newsom - SB 98](#)

[Full Copy of SB 98](#)

[Section 4359: Learning Continuity & Attendance](#)



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Attendance

Attendance

43509.c.1.B.iii How the school district, county office of education, or charter school will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.

Attendance

- Expectation is that “Attendance” will be students meeting instructional minutes requirements.

43501. *For the 2020–21 school year, the minimum schoolday for a local educational agency is as follows:*

- (a) 180 instructional minutes in kindergarten.*
- (b) 230 instructional minutes in grades 1 to 3, inclusive.*
- (c) 240 instructional minutes in grades 4 to 12, inclusive.*
- (d,e,f) 180 for special dual enrollments.*



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Learning Continuity

Distance Learning

Spring 2020: Please just do the best you can, however you can.

2020-21: This is what “Distance Learning” means, and everyone must be in compliance.

Distance Learning Shall Include:

43503.b.(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.



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Learning Continuity

Distance Learning Shall Include:

(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Distance Learning Shall Include:

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.



Learning Continuity

Distance Learning Shall Include:

(4) and (5) Meeting needs of students with IEPs with accommodations for distance learning. Meeting the needs of students who are learning English and Dual Language instruction.

Distance Learning Shall Include:

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.



Learning Continuity

Distance Learning Shall Include:

(4) and (5) Meeting needs of students with IEPs with accommodations for distance learning. Meeting the needs of students who are learning English and Dual Language instruction.

Distance Learning Shall Include:

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.



Learning Continuity

Distance Learning Shall Include:

(6) *cont.* If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.



Stay Tuned on SB 98 Implementation Details...



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OS Next Steps

- Continuation of Elementary and Secondary Task Force subcommittees (principals and teachers) along with Task Force
- Review requirements and implications of SB 98, State/Local Educational Program Recommendations, and Health Orders
- Consultation with unions (CUTA and CSEA)
- Implementation of 4 Pillars and Safety Plan
- Work with local partners to determine possible options for extended care
- Develop and communicate HR protocols with staff
- Finalize budget considerations for additional [costs associated with OS](#)



WHAT WILL IT COST TO REOPEN SCHOOLS?

This document estimates some of the expenses school districts may incur in response to the COVID-19 pandemic and as they plan to reopen for the 2020-2021 school year. These calculations assume the statistics of an average* school district with 3,659 students, 8 school buildings, 183 classrooms, 329 staff members, and 40 school buses (transporting at 25% capacity, or 915 students, to comply with recommended social distancing guidelines).



ADHERING TO HEALTH MONITORING & CLEANING/ DISINFECTING PROTOCOLS

Hand sanitizers for students in classrooms

\$39,517

Disinfectant wipes for classrooms
(four/day per classroom)

\$16,833

No-touch thermometer
(one per school)

\$640

Oximeter
(one per school)

\$360

Electrostatic disinfectant sprayers

\$33,600

Deep cleaning of school after a confirmed case

\$26,000



HIRING STAFF TO IMPLEMENT HEALTH & SAFETY PROTOCOLS

Additional custodial staff for increased cleaning/disinfecting of schools and buses to prevent spread

\$448,000

Ensuring at least one FT/PT nurse in every public school

\$400,000

Ensuring one aide per bus to screen student temperatures before boarding

\$384,000



PROVIDING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Gloves for custodial staff
(five pairs/day for two custodians per school)

\$1,440

Daily disposable masks for in-school staff

\$44,415

Disposable masks for students who do not bring masks from home
(est. 30% of students)

\$148,190



PROVIDING TRANSPORTATION & CHILD CARE

Resume before/after school childcare programs
(with social distancing and cleaning protocols)

\$168,750

Fog machines and cleaner for buses
(7 machines)

\$55,860

Hand sanitizer for buses

\$10,534

TOTAL ADDITIONAL EXPENSES AN AVERAGE* DISTRICT MAY INCUR TO REOPEN:

\$1,778,139

Appendix

San Mateo County Health Orders

- <https://www.smchealth.org/health-officer-orders-and-statements>

California Department of Education (CDE) "Stronger Together Guide" Guidebook for the safe reopening of schools

- <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

San Mateo County Office of Education (SMCOE) Pandemic Recovery Framework

- https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Recovery_Framework.pdf

Association School Business Officials International and The Schools Superintendents Association COVID19 Costs

- https://www.asbointl.org/asbo/media/documents/Resources/covid/COVID-19-Costs-to-Reopen-Schools.pdf?utm_source=PDF%20Link%20-%20Reopening%20Schools&utm_medium=Link&utm_campaign=Reopening%20Schools



Questions?

Thank you!



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