

The background of the entire slide is a warm, golden-yellow photograph of several wooden blocks scattered on a light-colored wooden surface. The blocks are in various orientations, some standing upright and others lying flat. The lighting is soft and directional, creating gentle shadows and highlights on the blocks' edges and surfaces, giving the scene a sense of depth and texture.

# A SAFE RETURN TO SCHOOL 2020-2021: *A PATH FORWARD*

San Marcos Unified School District



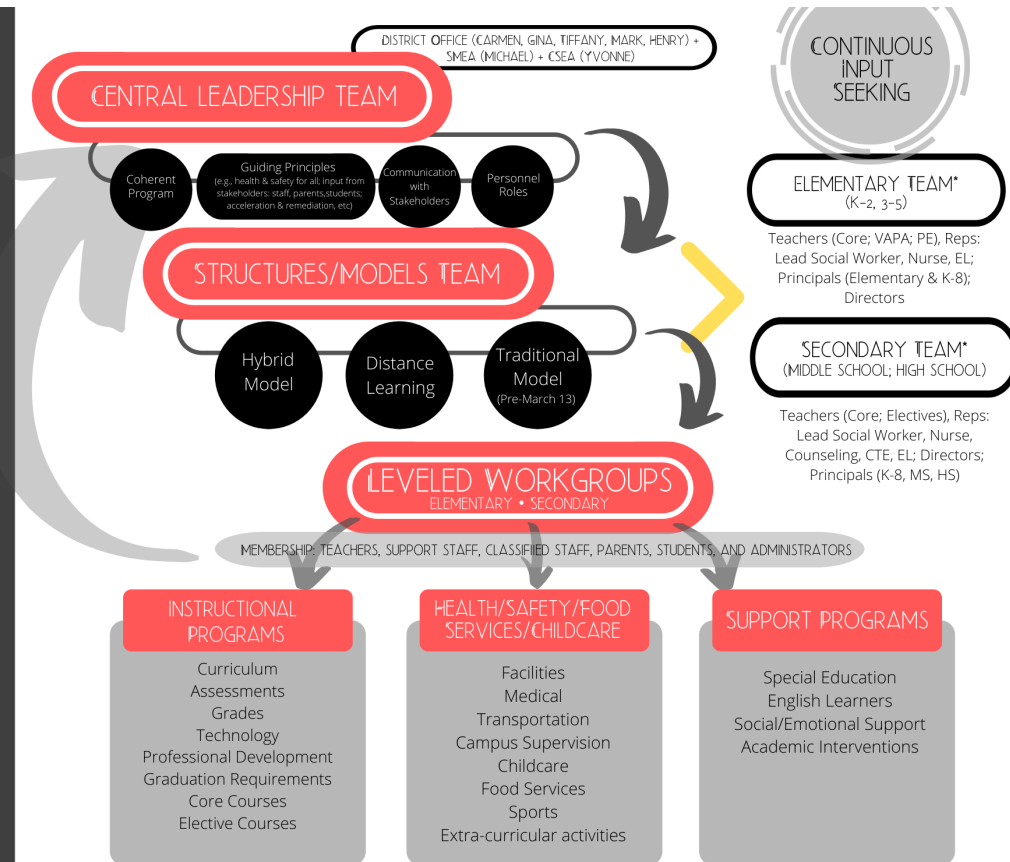
OUR FALL REOPENING JOURNEY:  
LIVING, LEARNING, AND EDUCATING IN A  
COVID 19 REALITY

# REOPENING SCHOOL DESIGN

# 2020-2021 SCHOOL DESIGN PROCESS

- ❑ Central Leadership Team
- ❑ Structures/Models Team
- ❑ Principals (Viability of models)
- ❑ Leveled Workgroups (ongoing)
- ❑ Parent Feedback
- ❑ Student Feedback

## SMUSD 2020-2021 SCHOOL YEAR DESIGN PROCESS



06.02.2020



## OPERATIONAL & GLOBAL ASSUMPTIONS INCLUDED:

- The safety of students and personnel
- The ability to pivot to a fully online delivery model should an outbreak occur and/or county health orders require it
- Implications of facilities limitations
- Increase in atypical costs for the district

# ...AND MEETS OUR GOALS

01

All SMUSD students make at least 1 year's growth. Some students will need to make more than one year's growth in order to mitigate learning loss and return to grade level proficiency.

02

In which acceleration and remediation are individualized and accommodated within the structure

03

Is SMUSD exceptional (what our community has always relied upon)

# TWISTS & TURNS ON OUR JOURNEY

Legislature  
Funding

Ed Code  
Language

Governor  
Newsom -  
July 17th

California  
Department  
of Health  
(CDPH)  
Guidelines

NEW  
EDUCATION  
CODE  
ESTABLISHING  
“SCHOOL  
FINANCE,  
INSTRUCTION &  
ACCOUNTABILITY  
FOR 2020-21  
SCHOOL YEAR”

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LEAs will receive funding in 2020-21 based on 2019-20 ADA on condition of meeting requirements for instructional days, offering in-person instruction to the greatest extent possible and *offering distance learning as result of order or guidance from public health officer* or for students who are medically-fragile or who would be at risk by in-person instruction.

# GOVERNOR NEWSOM: *PANDEMIC PLAN FOR LEARNING AND SAFE SCHOOLS*

## 1. Safe in-person school based on local health data

- COVID-19 County monitoring lists – off for 14 days before returning to in-person instruction

## 2. Strong mask requirements for anyone in the school

## 3. Physical distancing requirements & other adaptations

## 4. Regular testing and dedicated contact tracing for outbreaks at schools

## 5. Rigorous, robust distance learning

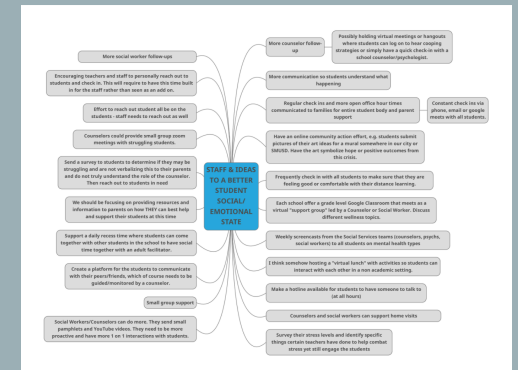
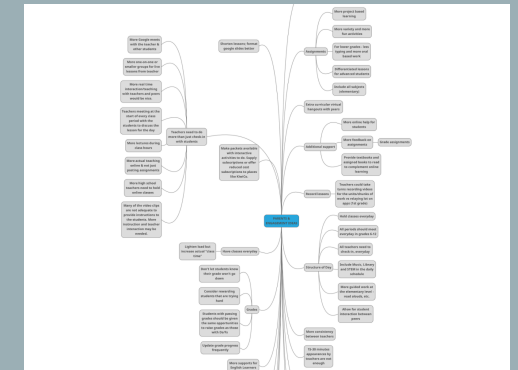
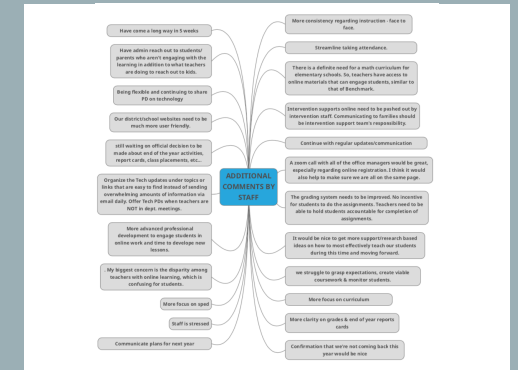
# SCHOOL YEAR WILL BEGIN IN REMOTE INSTRUCTION

## NEWSOM: RIGOROUS, ROBUST DISTANCE LEARNING

### Surveys – Parents, Staff, Students

- ❑ “Daily live classes and instruction”
- ❑ “Grades count”
- ❑ “One on one or small group check-ins with individual students”
- ❑ “Extra curricular virtual hangouts with peers”
- ❑ “Include Music, Library, and STEM in the daily schedule”
- ❑ “Structured schedule”
- ❑ “High engagement”

- ❑ “More collaborative work so that students don’t feel alone in their learning experience.”
- ❑ “More activities that call for physical activity”
- ❑ “More differentiated instruction”
- ❑ “Social emotional support is important”
- ❑ “Printed instructional materials”
- ❑ “Assessments & feedback needed”
- ❑ And much more!



# SMUSD REMOTE INSTRUCTION TO LAUNCH THE SCHOOL YEAR

*NEWSOM: RIGOROUS, ROBUST DISTANCE LEARNING*

- ☐ Daily live instruction – Zoom platform;  
Google Classroom
- ☐ Structured schedule
- ☐ Small group instruction
- ☐ Differentiated instruction
- ☐ Instructional materials provided (books, consumables, etc.)
- ☐ Teacher availability
- ☐ Student assessments
- ☐ Feedback
- ☐ Progress monitoring
- ☐ Support for ELs and Students with disabilities
- ☐ Daily attendance required
- ☐ Grades will be issued
- ☐ Robust teacher/staff professional development
- ☐ Curriculum alignment; ensure coherence across the system
- ☐ High engagement
- ☐ 1:1 student devices
- ☐ WiFi for families in need
- ☐ Technology plan (supporting staff, students, parents)
- ☐ Accountability
- ☐ Adherence to Continuity and Attendance Plans



# PROFESSIONAL DEVELOPMENT FOR REMOTE INSTRUCTION

ALL Teachers: A Distance Learning Playbook: Teaching and Learning in Distance Learning

Zoom/Synergy

Site-based PLC/Curriculum Development

ELA/Math - iReady Math & ELA Diagnostic

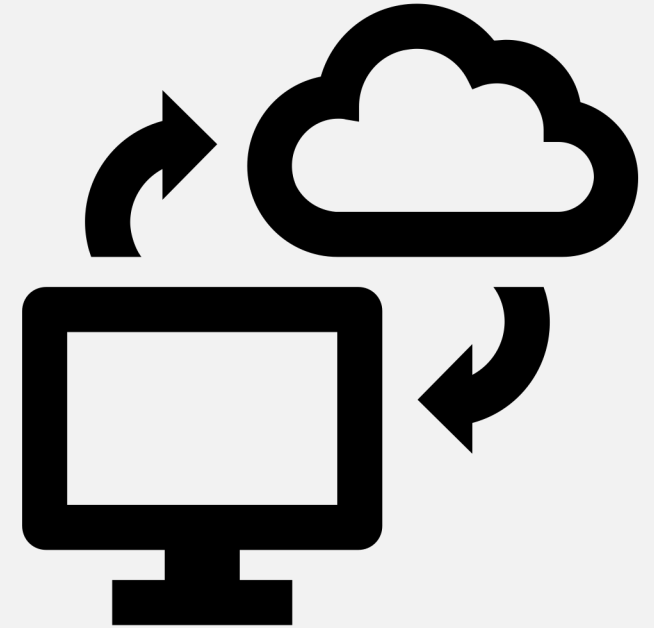
ELA/Math- Ready Math Curriculum

SeeSaw

Secondary - Teaching and learning in a block schedule model

# TECHNOLOGY PLAN

- 1:1 devices
- Internet
  - SDCOE's new district plan to provide internet/hotspots to families in need
  - Continuing to partner with Cox
- Management for Check-in/Check-out of student devices by site
- Tech Support
  - Phone line
  - Continued use of Zoho allowing our Technicians to assist with remotely fixing staff computers
- Parent & student trainings – Google Classroom & Zoom
  - SMUSD & SDCOE



GOAL: RETURN TO IN PERSON SCHOOL  
MODELS: BALANCING SAFETY WITH SMUSD  
EXCELLENCE FOR ALL

# Recommendations for 2020-2021

IN PERSON MODELS  
&  
REMOTE LEARNING (NEWSOM)

VIRTUAL SCHOOL

# ELEMENTARY SCHOOL JOURNEY

## Structures/Models Team

AM/PM Model	<b>PROPOSED HYBRID MODELS DO NOT MEET STATE/DISTRICT GOALS</b>	Two Days a Week Model
50% of instructional school year		40% of instructional school year



## Principal Lens: Site Specific Context—Staffing, Enrollment, and Facilities

Built upon AM/PM model to meet state/district goals

Met with Leadership Teams

# ELEMENTARY: RETURN TO IN PERSON INSTRUCTION MODIFIED TRADITIONAL

July 2020 Model Preference	Elementary School Parents
Traditional Model	40%
Hybrid Model	25%
Virtual Model	35%

**65%**

Initial Plans assumed 100% of students returning in person



Updated Plans account for 65% of students returning in person

# ELEMENTARY SCHEDULE: PRECOVID / POSTCOVID

2019 - 2020 Traditional Schedule	2020 - 2021 Modified Schedule
English Language Arts (ELA)/ELD (Classroom teacher)	English Language Arts (ELA)/ELD (Classroom teacher)
Math (Classroom teacher)	Math (Classroom teacher)
Recess (Supervisors)	Recess (Supervisors)
Social Studies/Science Integrated in Core (Classroom teacher)	Social Studies/Science Integrated in Core (Classroom teacher)
Lunch (Supervisors)	Lunch (Supervisors)
PE (PE teacher)	PE (PE teacher)
Music (Music teacher)	Music (Music teacher)
Library (Library Media Tech)	Library (Library Media Tech)
Personalized Learning via technology (Integrated throughout content areas, digital programs) (Classroom teacher or instructional aide)	Personalized Learning via technology (Integrated throughout content areas, digital programs) (Classroom teacher or instructional aide)
Social Emotional Learning (Counselor/Social Worker)	Social Emotional Learning (Counselor/Social Worker)
Intervention/Enrichment (Literacy coach, intervention teachers)	Intervention/Enrichment (Literacy coach, intervention teachers)



# SAMPLE STUDENT SCHEDULE

MON-FRI	Classroom 1: GROUP A	Classroom 1: GROUP B
30 mins (entry/health screen)	Group A school entry w/health screen To Core teacher	Group B school entry w/ health screen To Rotation 1
2.5 hours (instruction)  plus Recess break	Group A Core Instruction (ELA/Math) with Core teacher.          Recess break w/Supervisor	Group B in Intervention and Enrichment rotation: PE (PE Teacher) Library (Library Media Tech) Music (Music Teacher) SEL (Counselor/Social Worker) Intervention (Literacy Coach/Intervention Teachers) Integrated Social Studies/Science Personalized Learning via technology (additional rotation options may vary by site)  Recess break w/Supervisor
	Lunch break	Lunch break
2.5 hours (instruction)	Group A in Intervention and Enrichment rotation: PE (PE Teacher) Library (Library Media Tech) Music (Music Teacher) SEL (Counselor/Social Worker) Intervention (Literacy Coach/Intervention Teachers) Integrated Social Studies/Science Personalized Learning via technology (additional rotation options may vary by site)	Group B Core Instruction (ELA/Math) with Core teacher.

\*Pending labor negotiations and state and local guidelines

# MIDDLE SCHOOL JOURNEY

Structures/Models Team

Proposed: Semester Block Schedule



Principal Lens: Site Specific Context—Staffing, Enrollment, and Facilities

Assess the viability and build upon this model to meet state/district goals

Met with Leadership Teams

## MIDDLE SCHOOL HYBRID MODEL: ***SEMESTER BLOCK SCHEDULE***

July 2020 Model Preference	Middle School Parents
Traditional Model	35%
Hybrid Model	32.5%
Virtual Model	32.5%

67.5%

Initial Plans assumed 100% of students returning in person



Updated Plans account for 67.5% of students returning in person

# MIDDLE SCHOOL HYBRID MODEL: *SEMESTER BLOCK SCHEDULE*

To accommodate social distancing guidelines, each school's student population will be split in half with students attending campus physically two days a week (Track A: Tue/Thur and Track B: Wed/Fri).

The remaining days, students will be able to access the core instruction and engage in activities provided by the teacher virtually. New instruction will be ongoing every day.

Students will take 3 90-minute classes + 30 minute advisory each time on campus & 3 classes per semester using a quarter system

Students will take Periods 1, 2, 3 during Quarters 1 and 3

Students will take periods 4, 5, 6 during Quarters 2 and 4

When not on campus, students will continue to engage in activities provided by the teacher in order to build upon learning

Plus +1: An additional accommodation has been provided for "Track C" students in need of more support (SPED, EL, At-Promise) to be in-person 4 days a week and distance 1 day a week.

On Mondays, teachers will launch the week with 30-minute live virtual sessions for each period

Teachers will provide an overview of in-class activities and out of class activities for the week

# MIDDLE SCHOOL HYBRID MODEL: *SEMESTER BLOCK SCHEDULE*

Remote Instruction Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	1A On Campus/ 1B Remote Instruction	1B On Campus/ 1A Remote Instruction	1A On Campus/ 1B Remote Instruction	1B On Campus/ 1A Remote Instruction
Period 2	Nutrition/ Passing	Nutrition/ Passing	Nutrition/ Passing	Nutrition/ Passing
Period 3	2A On Campus/ 2B Remote Instruction	2B On Campus/ 2A Remote Instruction	2A On Campus/ 2B Remote Instruction	2B On Campus/ 2A Remote Instruction
Lunch	Passing Period	Passing Period	Passing Period	Passing Period
	Lunch / Advisory	Lunch / Advisory	Lunch / Advisory	Lunch / Advisory
Prep Time Staff/ Department Meetings PD	Passing Period	Passing Period	Passing Period	Passing Period
	Lunch / Advisory	Lunch / Advisory	Lunch / Advisory	Lunch / Advisory
	Passing Period	Passing Period	Passing Period	Passing Period
	3A On Campus/ 3B Remote Instruction	3B On Campus/ 3A Remote Instruction	3A On Campus/ 3B Remote Instruction	3B On Campus/ 3A Remote Instruction
	Prep	STAFF / PLC	Prep	Prep

# HIGH SCHOOL JOURNEY

Structures/Models Team

Proposed: Semester Block Schedule



Principal Lens: Site Specific Context—Staffing, Enrollment, and Facilities

Assess the viability and build upon this model to meet state/district goals

Met with Leadership Teams

# HIGH SCHOOL HYBRID MODEL: ***SEMESTER BLOCK SCHEDULE***

July 2020 Model Preference	High School Parents
Traditional Model	37%
Hybrid Model	35%
Virtual Model	28%

72%

Initial Plans assumed 100% of students returning in person



Updated Plans account for 72% of students returning in person



# HIGH SCHOOL HYBRID MODEL: *SEMESTER BLOCK SCHEDULE*

To accommodate social distancing guidelines, each school's student population will be split in half with students attending campus two days a week (Track A: Tue/Thur and Track B: Wed/Fri)

Students will take three or four 80-minute classes + 30 minute advisory each time on campus

- Students will take Periods 1, 2, 3 in semester 1 (+ 0 or 7 if necessary)
- Students will take Periods 4, 5, 6 in semester 2 (+ 0 or 7 if necessary)

When not on campus, students will continue to engage in activities provided by the teacher in order to build upon learning each day

An additional accommodation has been provided for courses that may need to be year long (e.g. ELD, AVID)

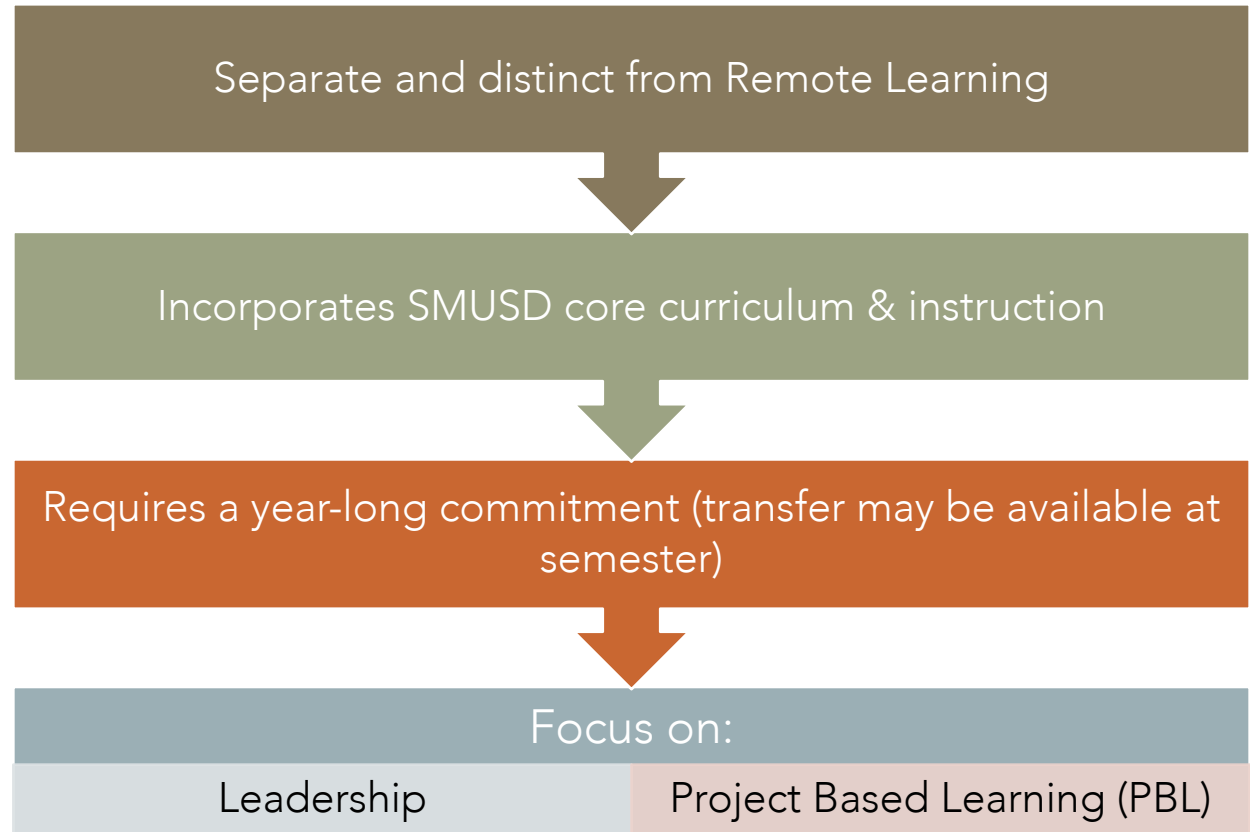
On Mondays, teachers will launch the week with 30-minute live virtual sessions for each period.

Teachers will provide an overview of in-class activities and out of class activities for the week

# HIGH SCHOOL HYBRID MODEL: *SEMESTER BLOCK SCHEDULE*

Semester Blocks 1-4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Tuesday - Friday Schedule</b>	PERIOD 1	A Track	B Track	A Track	B Track
0 Period / Online Credit Recovery (Optional)		0 Period	0 Period	0 Period	0 Period
Passing	PERIOD 2				
1st Period		1st Period	1st Period	1st Period	1st Period
Passing	PERIOD 3				
2nd Period		2nd Period	2nd Period	2nd Period	2nd Period
Passing	LUNCH				
1st Lunch (or) 1st Advisory					
Passing	Prep Time Staff/ Department Meetings PD				
2nd Lunch (or) 2nd Advisory					
Passing					
3rd Period		3rd Period	3rd Period	3rd Period	3rd Period
Passing					
4th Period		4th Period	4th Period	4th Period	4th Period
7th Period / Online Credit Recovery (Optional)		7th Period	7th Period	7th Period	7th Period

# SMUSD VIRTUAL SCHOOL



# VIRTUAL SCHOOL PILLARS

- ❑ **Pillar 1** - Problem-based, Project-Driven learning is a *dynamic approach* in which students actively explore real-world problems and challenges and acquire a deeper knowledge.
- ❑ **Pillar 2** - Design Thinking an iterative process in which students *seek to understand* the user, *challenge assumptions*, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with their initial level of understanding.
- ❑ **Pillar 3** - Personalized Learning customizes learning for each *student's strengths, needs, skills and interests*.
- ❑ **Pillar 4** - Habits of Mind for Global Citizenship are really *questions* that thoughtful people regularly pose to themselves. They are about being skeptical and *evaluating* the worth of arguments and tasks.

# VIRTUAL SCHOOL PILLARS

- ❑ **Pillar 5 - Relationships** - the very nature of a problem-based, project-driven school allows for teacher and student to develop a relationship that is more aligned to a *mentor/adviser and a mentee*. Teachers become partners in learning, often developing their own *knowledge and skills based on interactions with students and families*. Inquiry based curriculum grounded in design thinking allows teacher and students to develop and create solutions together.
- ❑ **Pillar 6 - Flexibility** - while virtual school hours will mirror traditional school hours, there is *flexibility within the hours*.

## RETURN TO IN PERSON ONCE WE ARE GIVEN THE GREEN LIGHT

- Assess local conditions, every consideration
- Board Direction
- Possible Rolling Return to Physical Campus: Slow and Steady
- Ongoing communication with SMUSD Stakeholders
- Continue to Monitor and Adjust Safety Mitigation

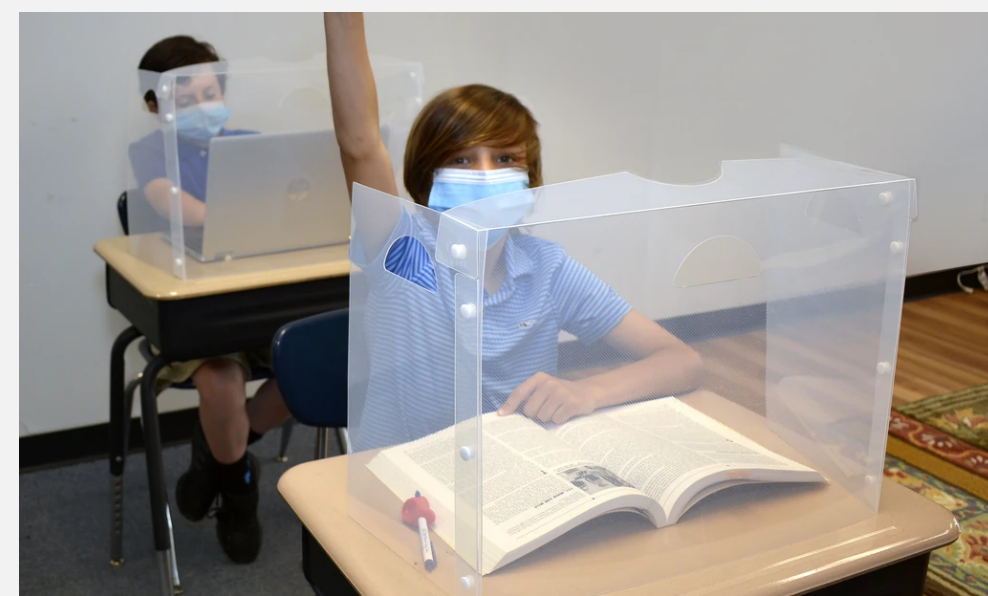
# MITIGATION FOR HEALTH & SAFETY



# MITIGATION FOR HEALTH & SAFETY

LEVELED WORKGROUP: HEALTH & SAFETY WORKGROUP

- ✓ 6 feet of physical distancing
- ✓ Wayfaring on/off campus
- ✓ Face coverings: face shields, masks, gaiters (per current CDPH guidelines)
- ✓ 3- sided plexiglass partition for each student
- ✓ No sharing of instructional supplies
- ✓ Increased cleaning and disinfecting
- ✓ Hand washing stations throughout campus
- ✓ Hand sanitizer in every classroom & areas throughout campus
- ✓ Routine staff testing
- ✓ Daily symptom screening (to include temperature checks)



## COVID-19 INDUSTRY GUIDANCE:

### Schools and School- Based Programs

# MITIGATION FOR HEALTH & SAFETY

LEVELED WORKGROUP: HEALTH & SAFETY WORKGROUP

- ✓ Education on sanitation of preventing the spread of virus - staff/students/families
- ✓ Routines for washing hands
- ✓ Structured play/movement breaks instead of traditional recess
- ✓ Protocols for positive cases
- ✓ Protocols for mask non-compliance
- ✓ Among others



## COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **July 17, 2020**

*All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.*

# MODEL RECAP



MODIFIED  
TRADITIONAL AT  
ELEMENTARY



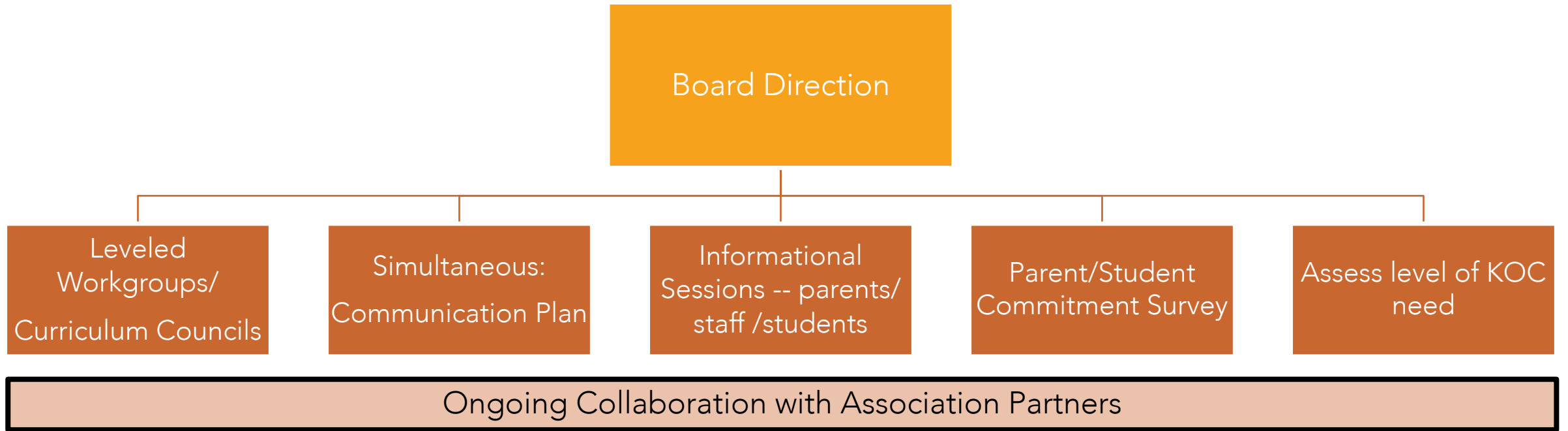
BLOCK SCHEDULE  
AT MIDDLE  
SCHOOL



BLOCK SCHEDULE  
AT HIGH SCHOOL



VIRTUAL SCHOOL



**NEXT STEPS**