

Sweetwater Union High School District Special Board Meeting



Distance Learning and In-Person Instruction

November 24, 2020

Presented by

**Dr. Ana Maria Alvarez, Mr. John Czajkowski, Dr. Vernon Moore, Dr. Jenny Salkeld,
Ms. Janea Quirk, and Dr. Daniel Winters**

We continue to focus on the 4 LCAP goals through our Learning Continuity Plan



Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.



Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.



Foster and honor parent/guardian and community engagement to support excellence in each student's success.



Develop coherent and transparent systems for operational excellence to support each student's success.

Learning Continuity Plan Reminders

- Senate Bill 98 suspended the annual Local Control and Accountability Plan (LCAP) for the 2020-2021 school year.
- California school districts required to develop Learning Continuity Plan (LCP).
- A reopening committee was formed in late spring to discuss, plan, and create the *Sweetwater Reopening Plan for Distance Learning and In-person Instruction* to guide the district's plan for providing services to students during the 2020-21 school year.



Teaching and Learning

Focus on quality first instruction in Distance Learning and the systems/PD/support to achieve it.

Instruction

Support Systems

Professional Development

Standards Aligned Instruction- Identified Essential Standards and Scope and Sequence

Staffing to Support Small Group Cohorts

VAPA, Afterschool Programs, and Athletics

Counseling Program and Progress Monitoring

Induction Program

Curriculum and Instruction Team
District and Site Professional Development

Support for Students in Distance Learning



Small Group In-Person Cohorts



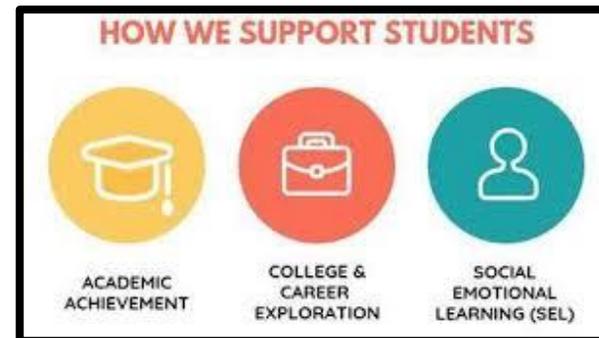
Small Group Virtual Tutoring



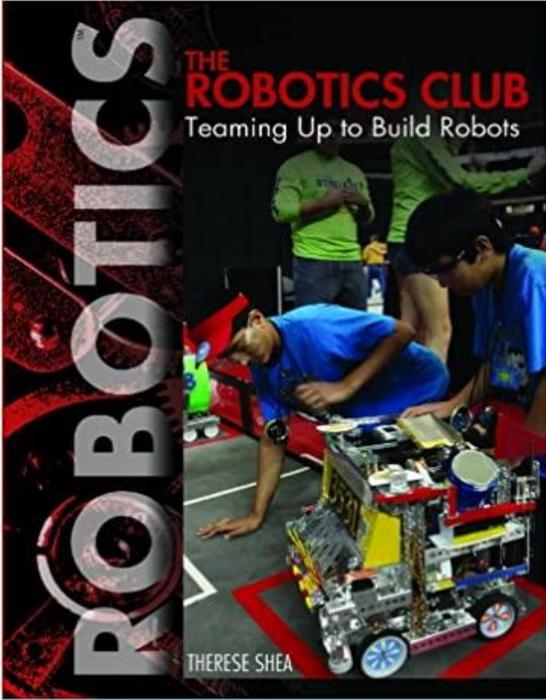
In-Person & Virtual Saturday School



Virtual Tutoring



Counseling Supports- Virtual and Small Group In-Person



ASSETS/ASES After School Program Highlights

- ASSETS & ASES programs have been operating in a Distance Learning Model since March 2020
- Academic & Enrichment
- Agency staff and site staff have create virtual activities and spaces for students to continue to engage in various recreational activities
- **Total of 5,430 students** served in Q1 in ASSETS
- **Total of 4,676 students** served in Q1 in ASES



Virtual School Highlights

Academic

- ◆ Tutoring
- ◆ Peer Tutoring
- ◆ Bilingual tutoring

Athletic

- ◆ Conditioning
- ◆ Cheer
- ◆ Weight Lifting

Enrichment

- Dance
- Driver's Ed
- eGaming
- Leadership
- Robotics
- Art
- Yoga & Mindfulness
- Game room
- Drama
- Book Clubs
- Drone Clubs



ASSETs In-Person Return

Schools offering small group in-person programming:

CPH, CVH, HTH, MOH, SOH, and SYH

→ 3-6 Academic and Enrichment programming choices:

- **Conditioning**
- **Dance**
- **Cheer**
- **Art club**
- **Academic Tutoring**



SUHSD Safety protocol followed and adhered in all ASSETS programs.

ASSETs Program Websites

[Castle Park High](#)

[Chula Vista High](#)

[Mar Vista High](#)

[Montgomery High](#)

[San Ysidro High](#)

[Southwest High](#)



District-wide Small Group In-Person Cohort

Small Group In-Person Cohorts began November 5, 2020

- ▶ Over 750 students participants on a weekly basis, offered at all high school and middle school sites.
- ▶ Safety protocols implemented:
 - Screening before coming onto campus
 - Masks
 - 6 feet physical distancing
 - Sanitization
 - Handwashing



School Highlights Bonita Vista High School

- **14 in-person cohorts with 156 students**
- **Mondays/Wednesdays, Tuesdays/Thursdays, or Saturdays**
- **3- all day cohorts with 42 students that meet 5 days a week**
- **11 cohorts for Athletic conditioning with 100 students**



“It actually feels like class. At home, it feels like you are doing homework all the time. When I leave the cohort, it feels like I have accomplished something. It has already helped me raise my grades from two F’s to two A’s.”

Mia Morales, 10th Grade, Bonita Vista High School

Coming in at person has helped me from all the distractions at home such a Playstation and YouTube. It has helped me improve my grades and has helped me a lot.

Cameron Barbabosa, 12th Grade, Bonita Vista High School



School Highlights

National City Middle School

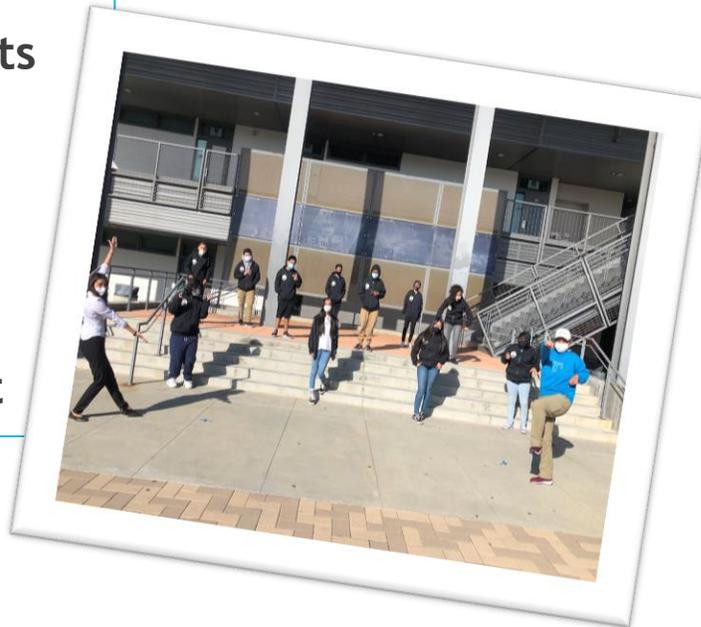
1 Cohort of 14 students

On campus all day

Resource Teacher

Support Teacher

Instructional Assistant



Principal Gonzalez: We had an extremely smooth start to our In-Person Support Cohort last week. Our Resource Teacher, Ms. Lane and Instructional Assistant, Ms. Pam are working with students to ensure they attend their classes and support them during the asynchronous class time. Students are happy to be on campus and appreciate the pleasant learning environment created by our Kingsmen dynamic duo. Ms. Lane and Ms. Pam help students set goals to get back on track in their classes. Each student has committed to submitting at least two assignments per class during the asynchronous class time. One of our students, Giovanni Bolanos, states that he really appreciates that he has someone to help him on the spot while on campus. He has had perfect attendance since we started our In-Person Support Cohort.



Hilltop Middle School Student Success Cohorts

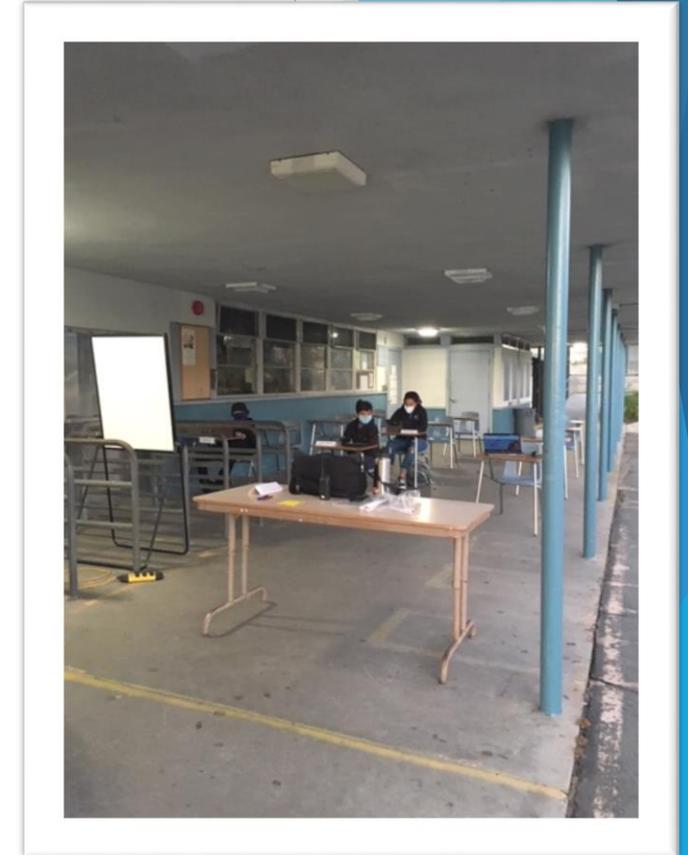
Students were selected through the SST process and were experiencing extreme barriers to learning.

One Cohort of fourteen students on campus all day three days per week with Mr. Love-teacher.

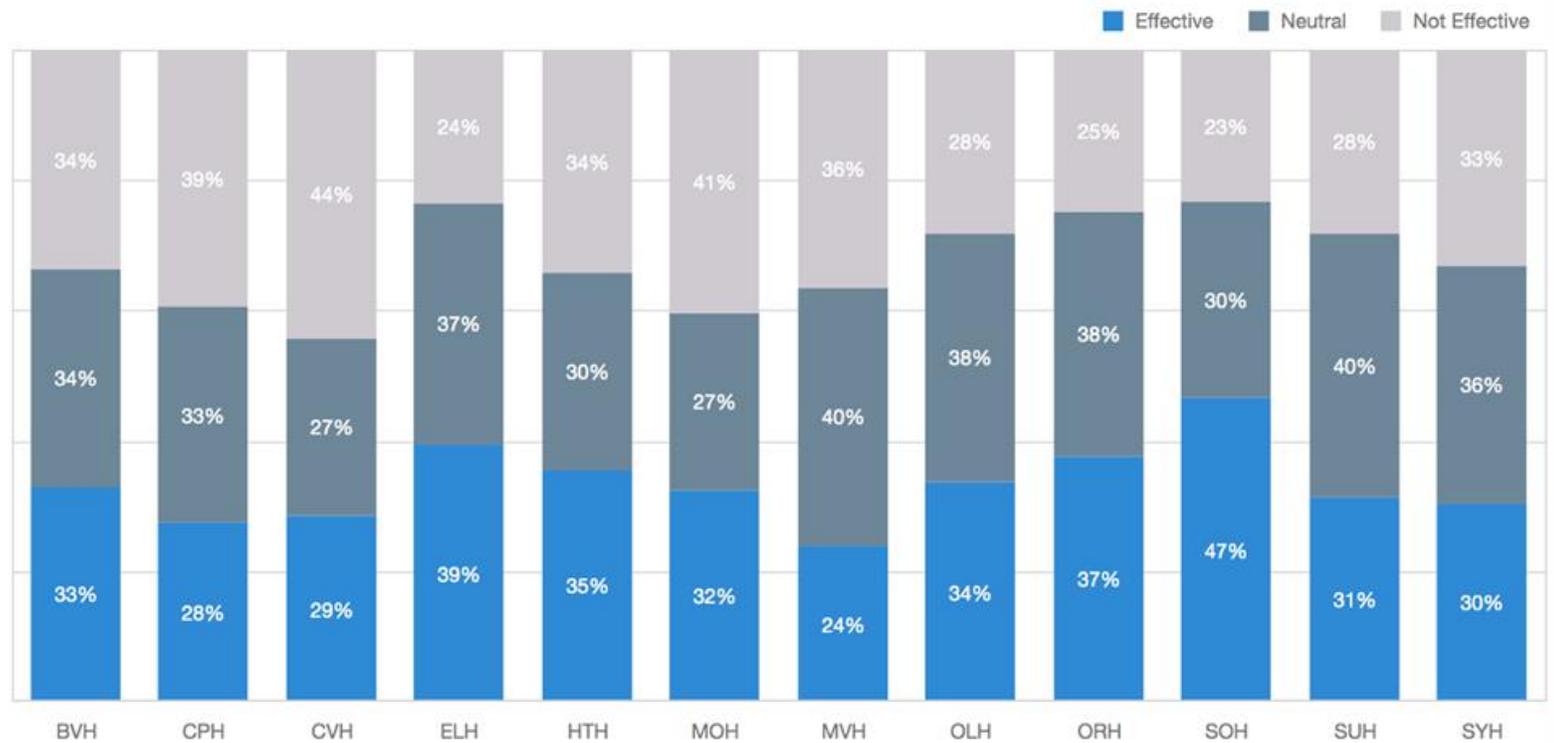
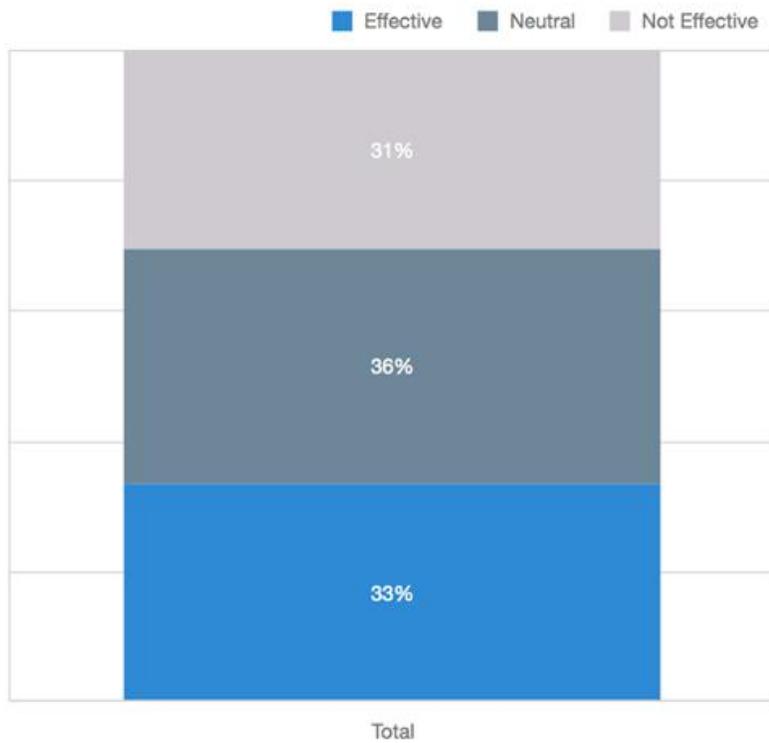
- This cohort is also supported by a counselor Ms. Orozco, who meets with students in 45 minute sessions to address social and emotional needs.

One cohort of fourteen students after school targeted tutoring two days per week with Mr. Murillo-teacher.

- 7th Grader Samantha, “This is first time, in a long time that I’ve felt like I accomplished something.”

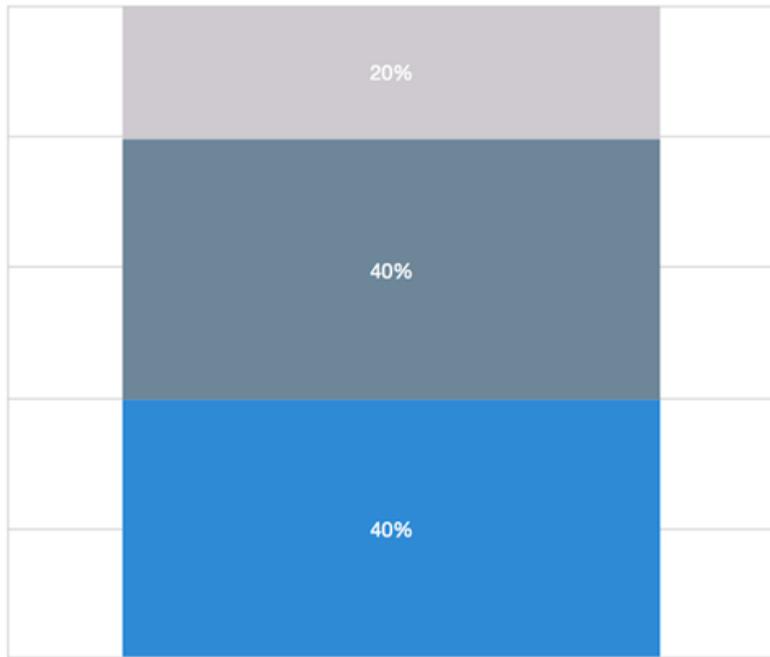


High School: How would you rate the effectiveness of Distance Learning?



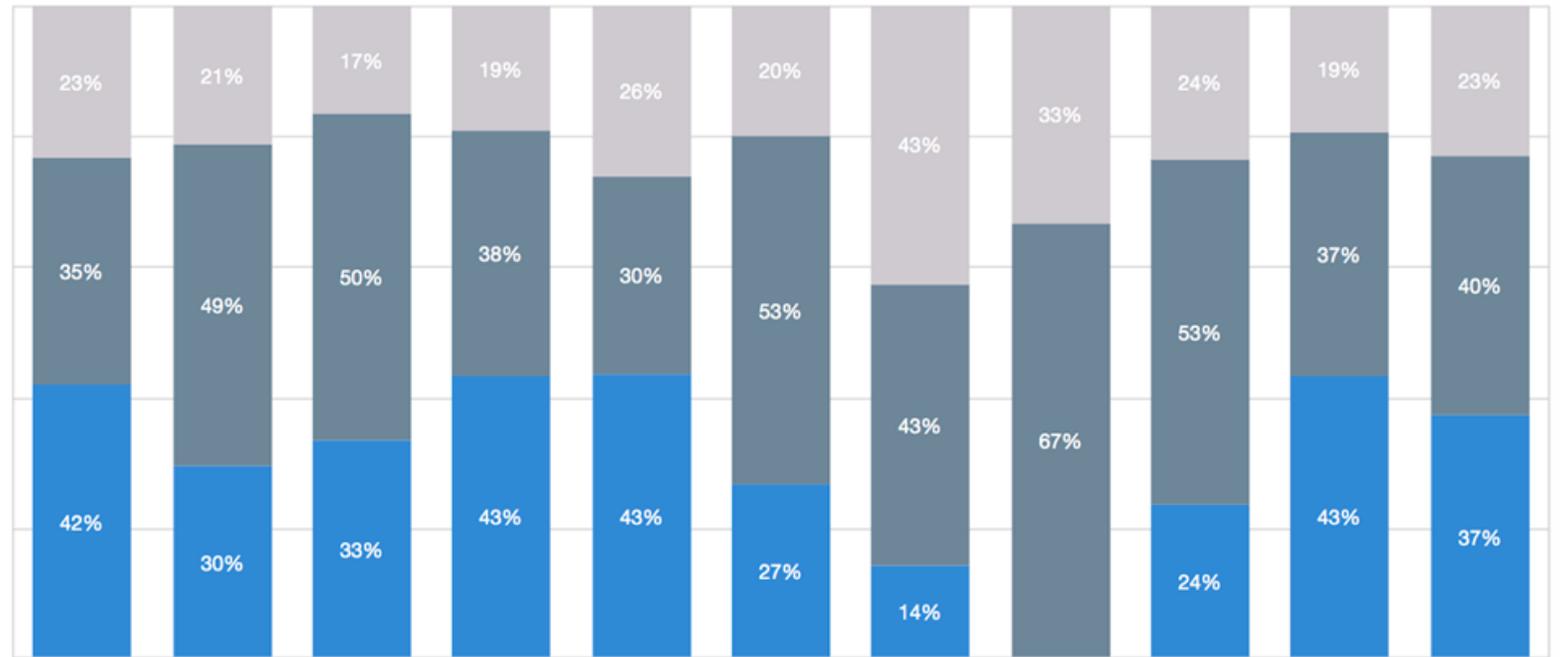
Middle School: How would you rate the effectiveness of Distance Learning?

Effective Neutral Not Effective



Total

Effective Neutral Not Effective



BVM

CPM

CVM

ELM

GRJ

HTM

MOM

MVA

NCM

RDM

SOM

Is there any positive experience that you would like to share that has made Distance Learning very effective?

“School starting at 9:00am, is perfect because I stay up doing homework and starting school at 9:00am helps me get more sleep.”

Eastlake High Student

Please describe one thing that would make Distance Learning Better?

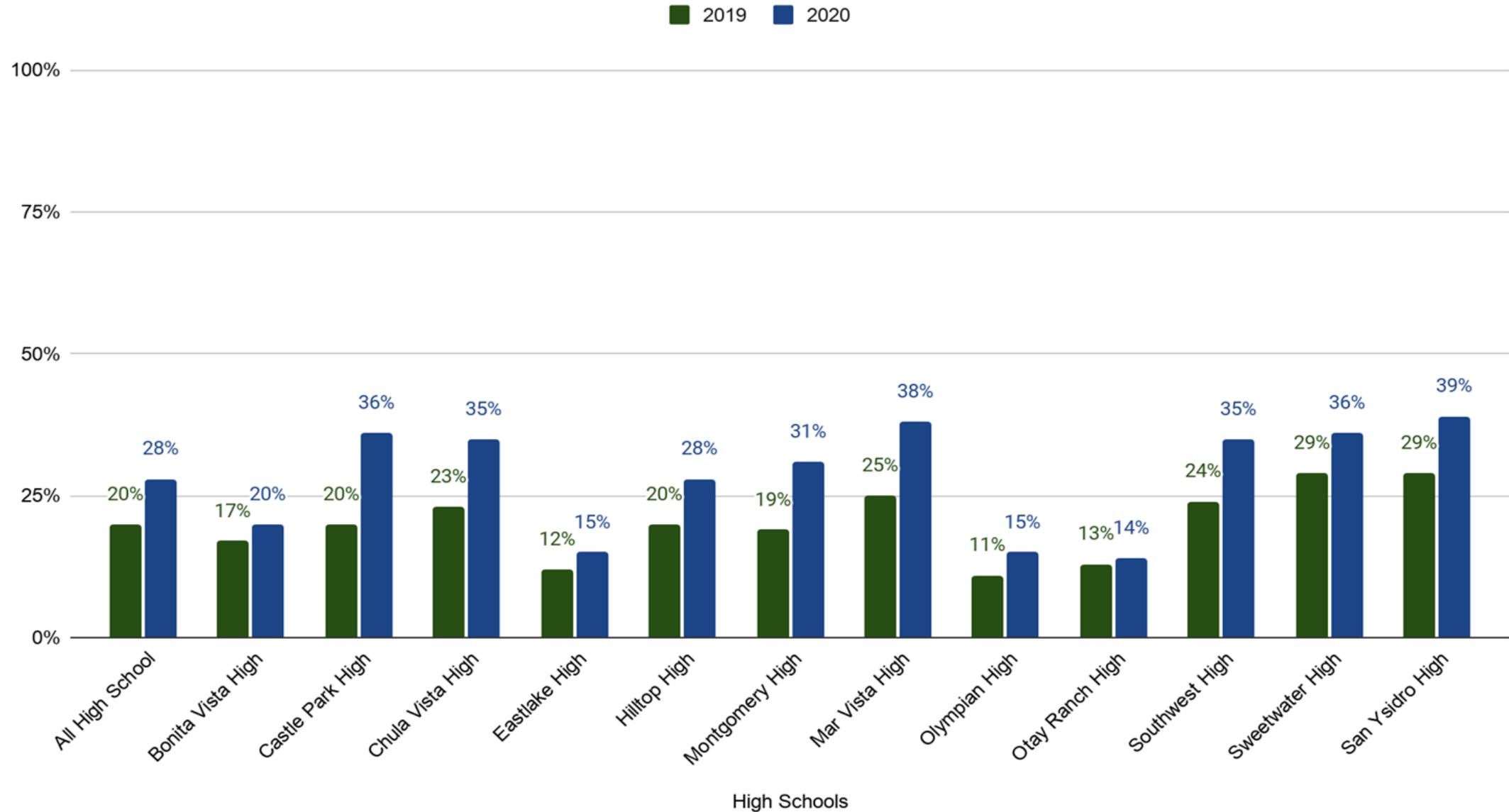
“Getting less homework and the teacher understanding that not everyone has a quiet workspace to do homework.”

Sweetwater High Student

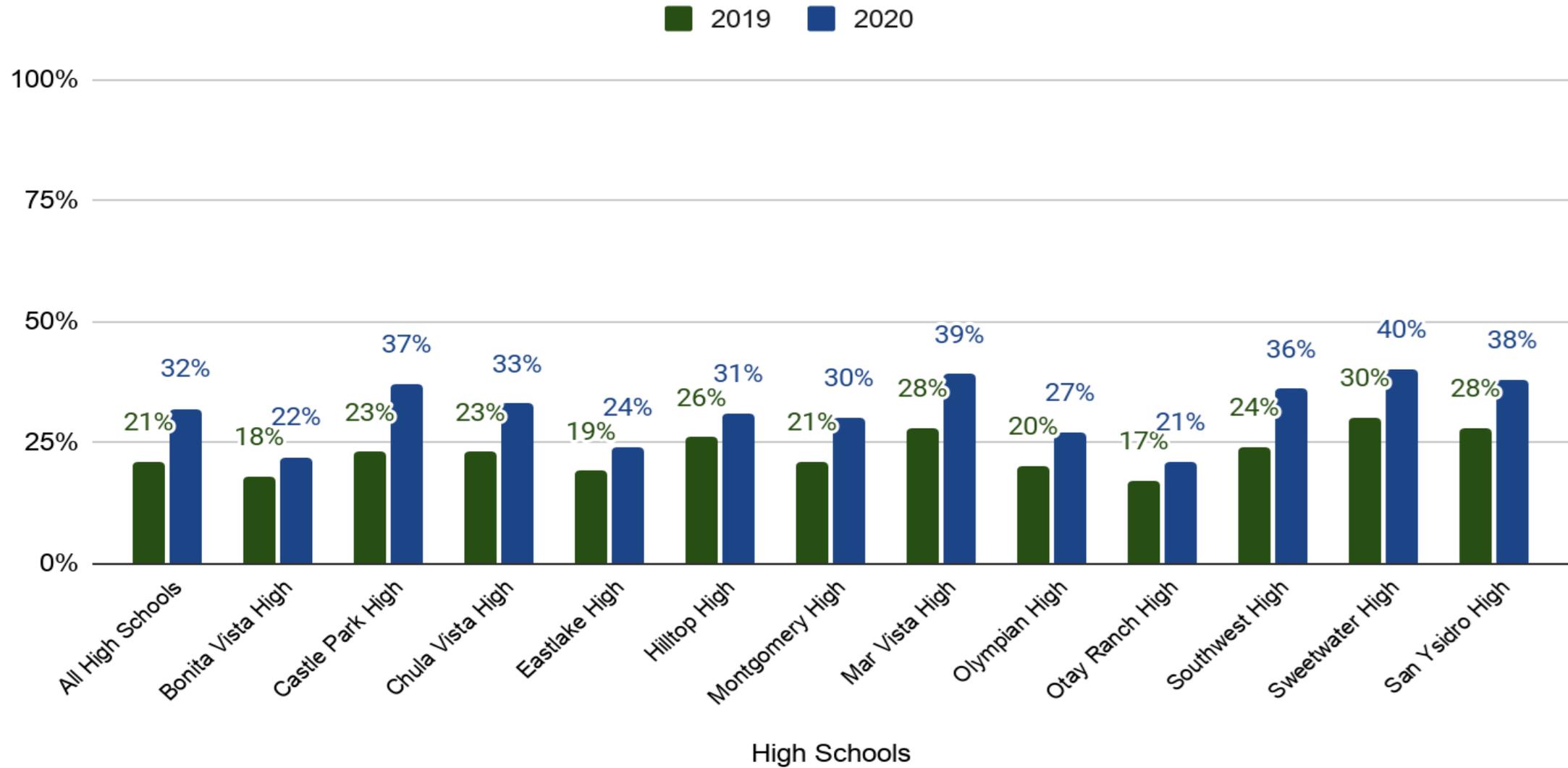
D/F Comparison Progress Report 2

2019-2020 vs 2020-2021

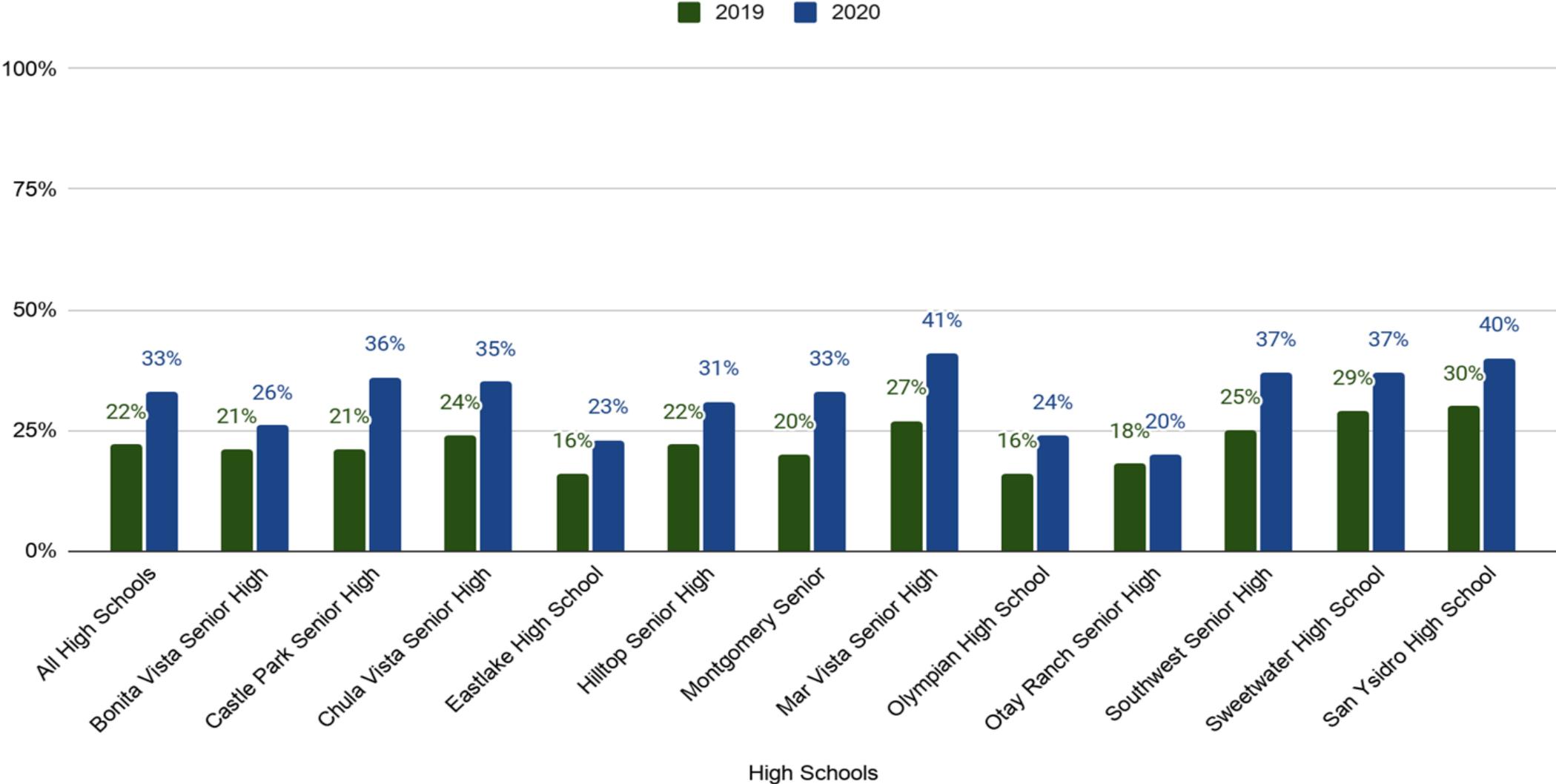
High School Percent Ds and Fs



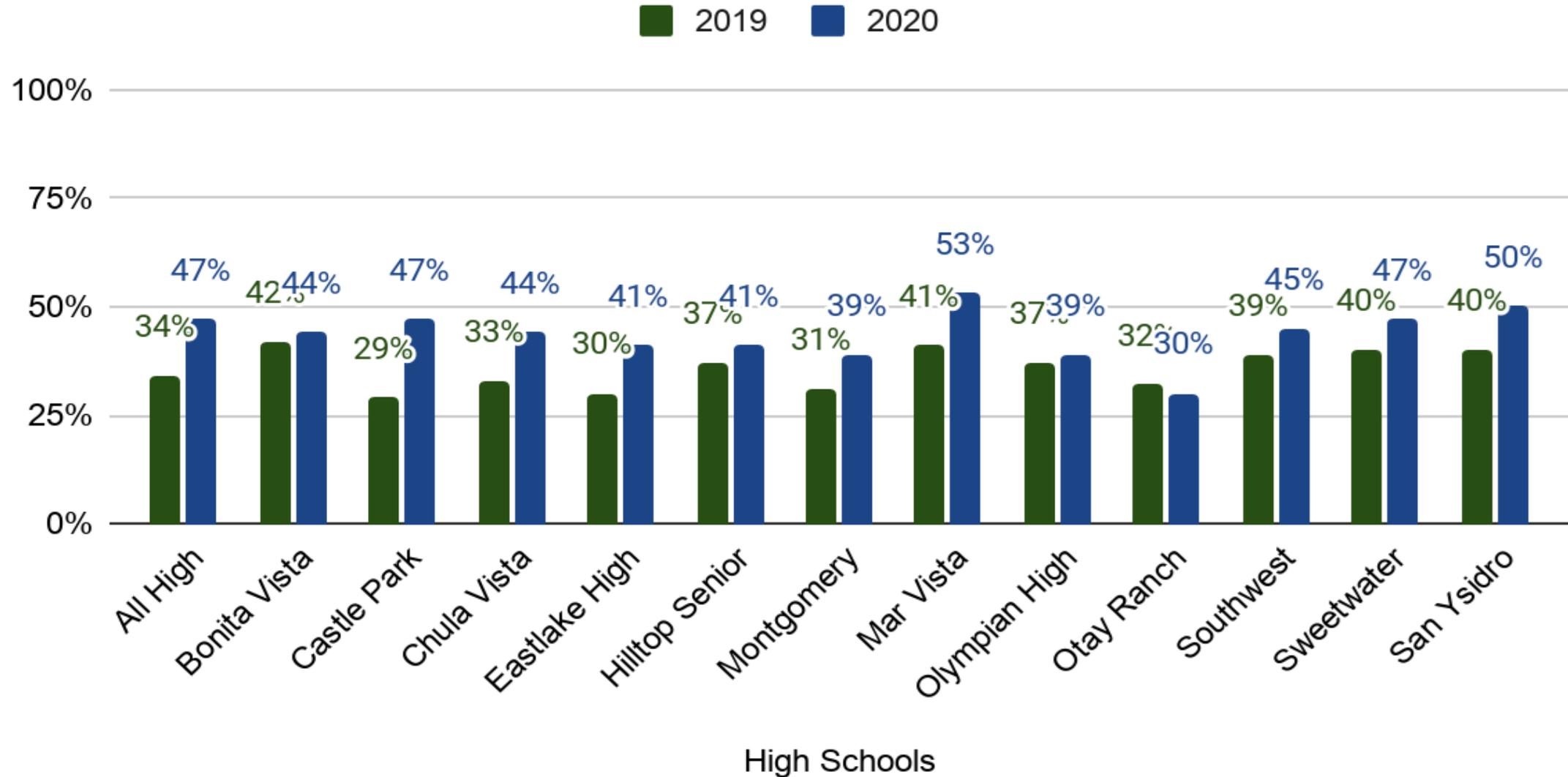
High School Percent Ds and Fs: Students with Disabilities



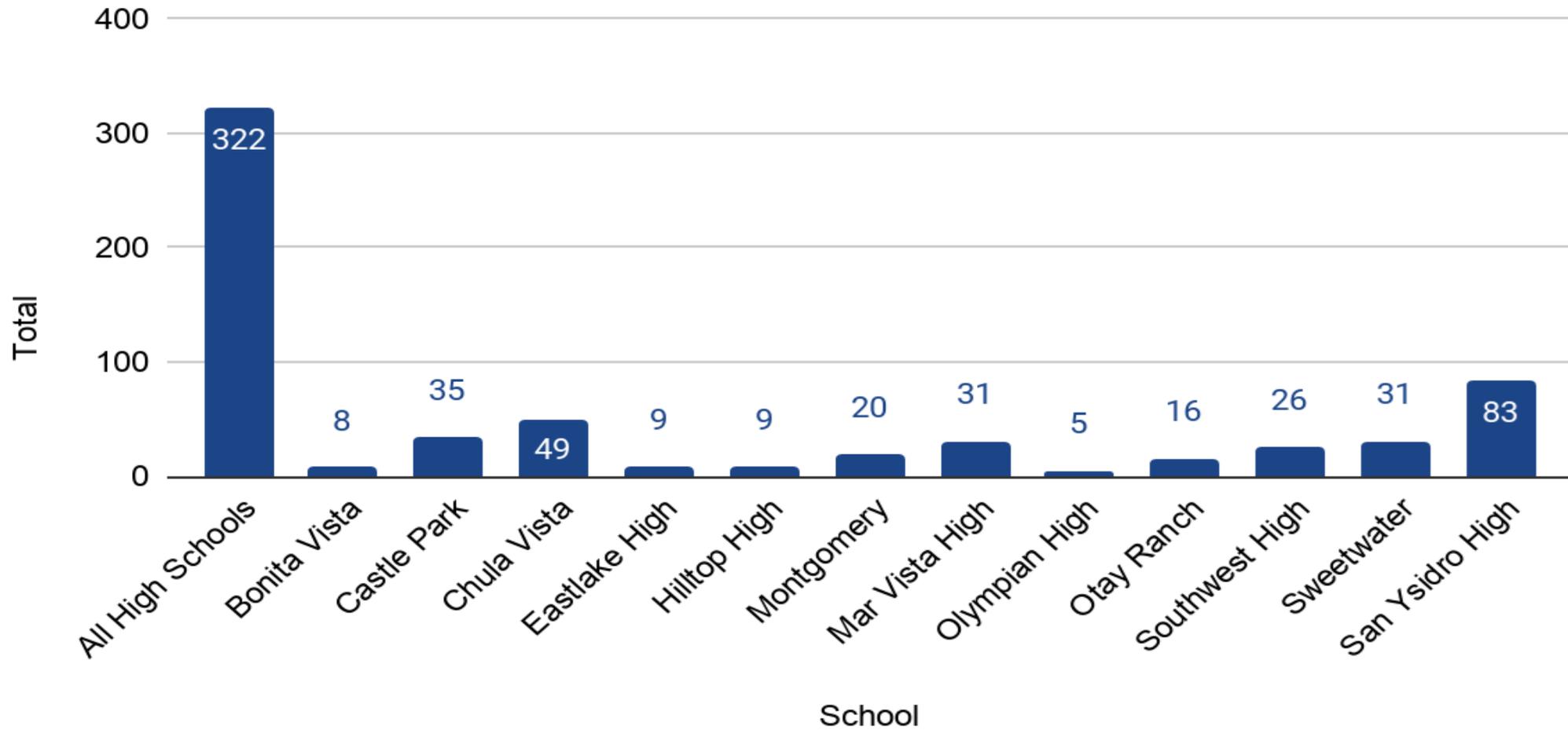
High School Percent Ds and Fs: Socioeconomically Disadvantaged



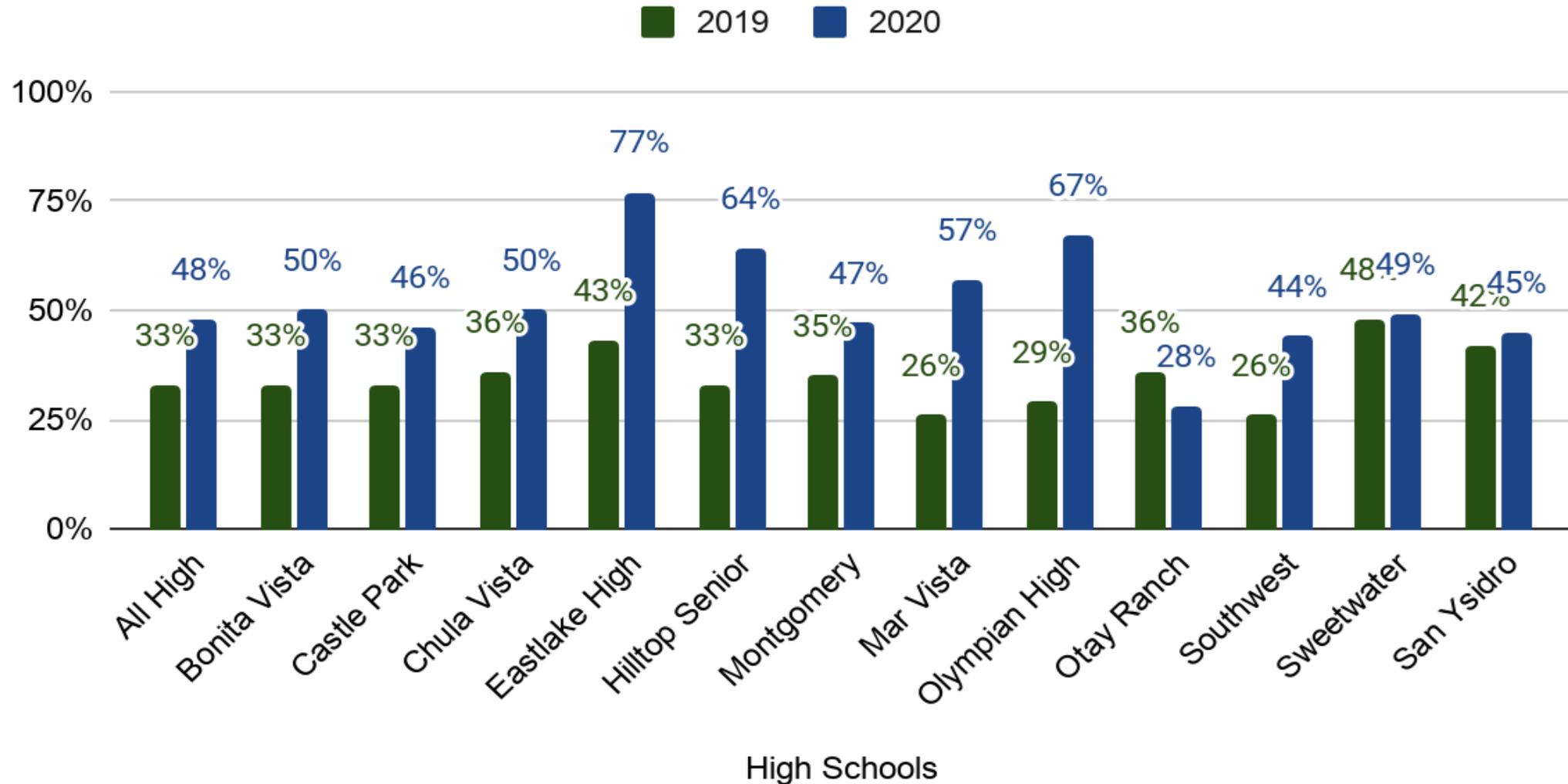
High School Percent Ds and Fs: English Learners



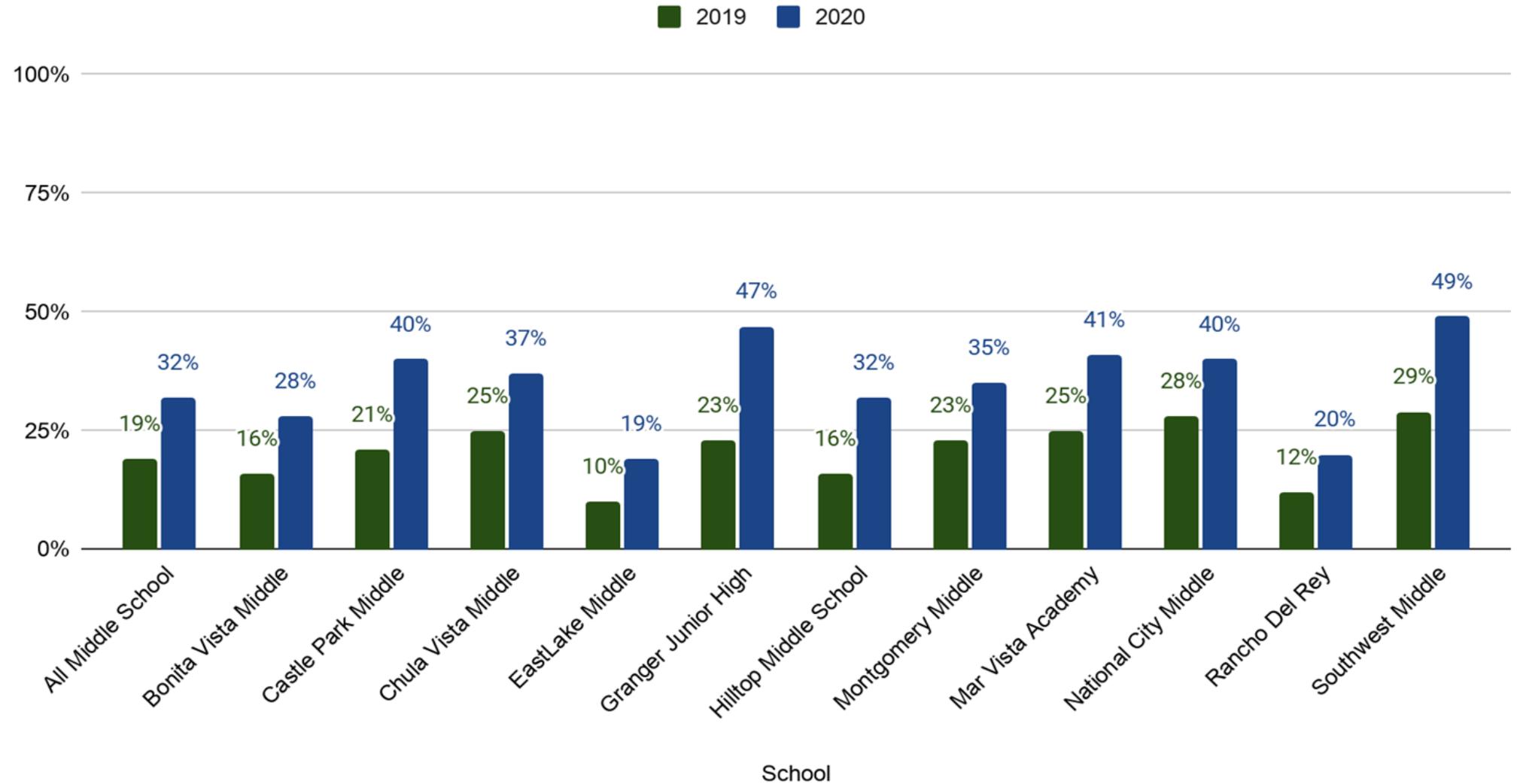
High School Foster Homeless Youth



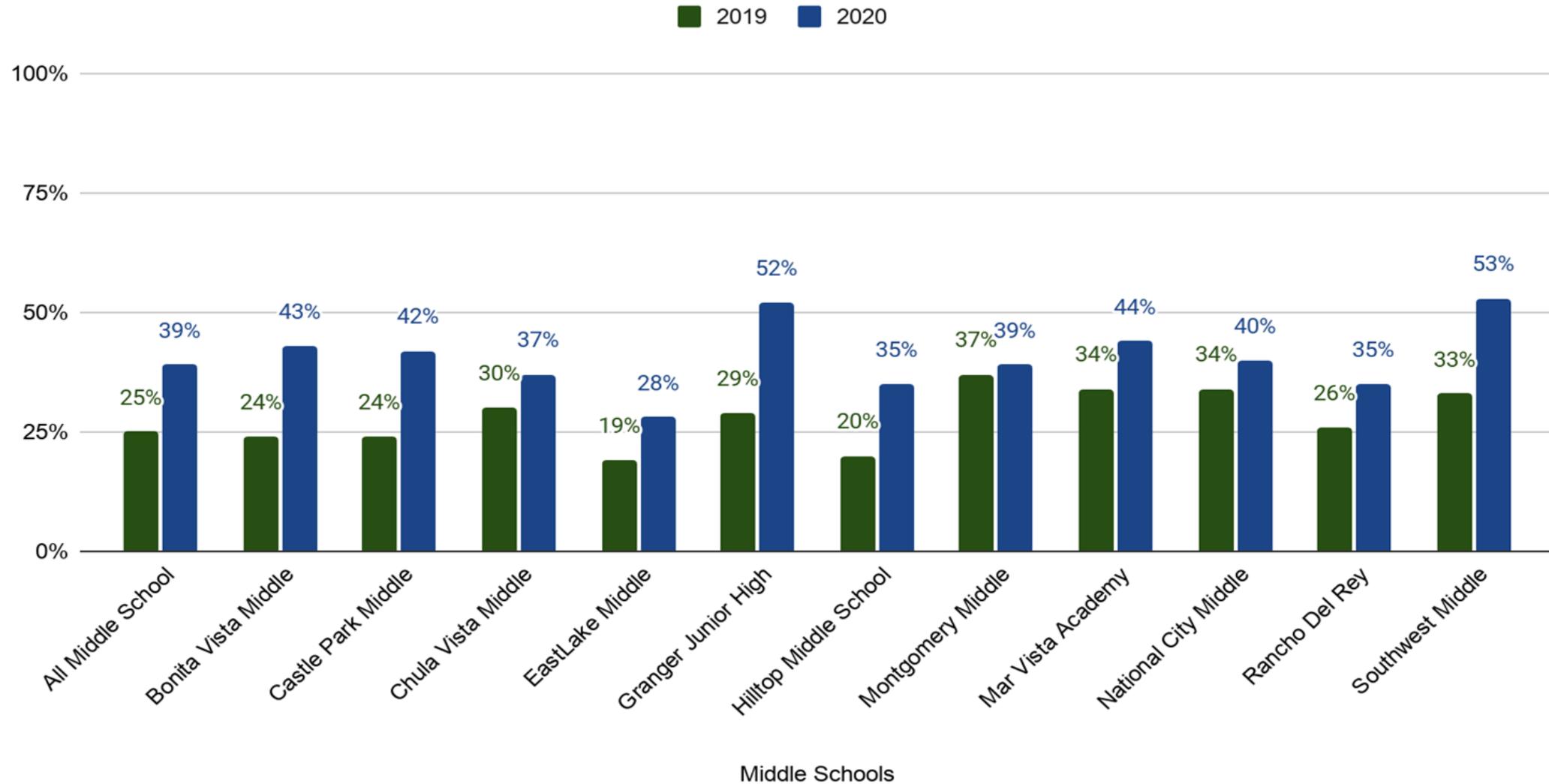
High School Percent Ds and Fs: Foster Homeless Youth



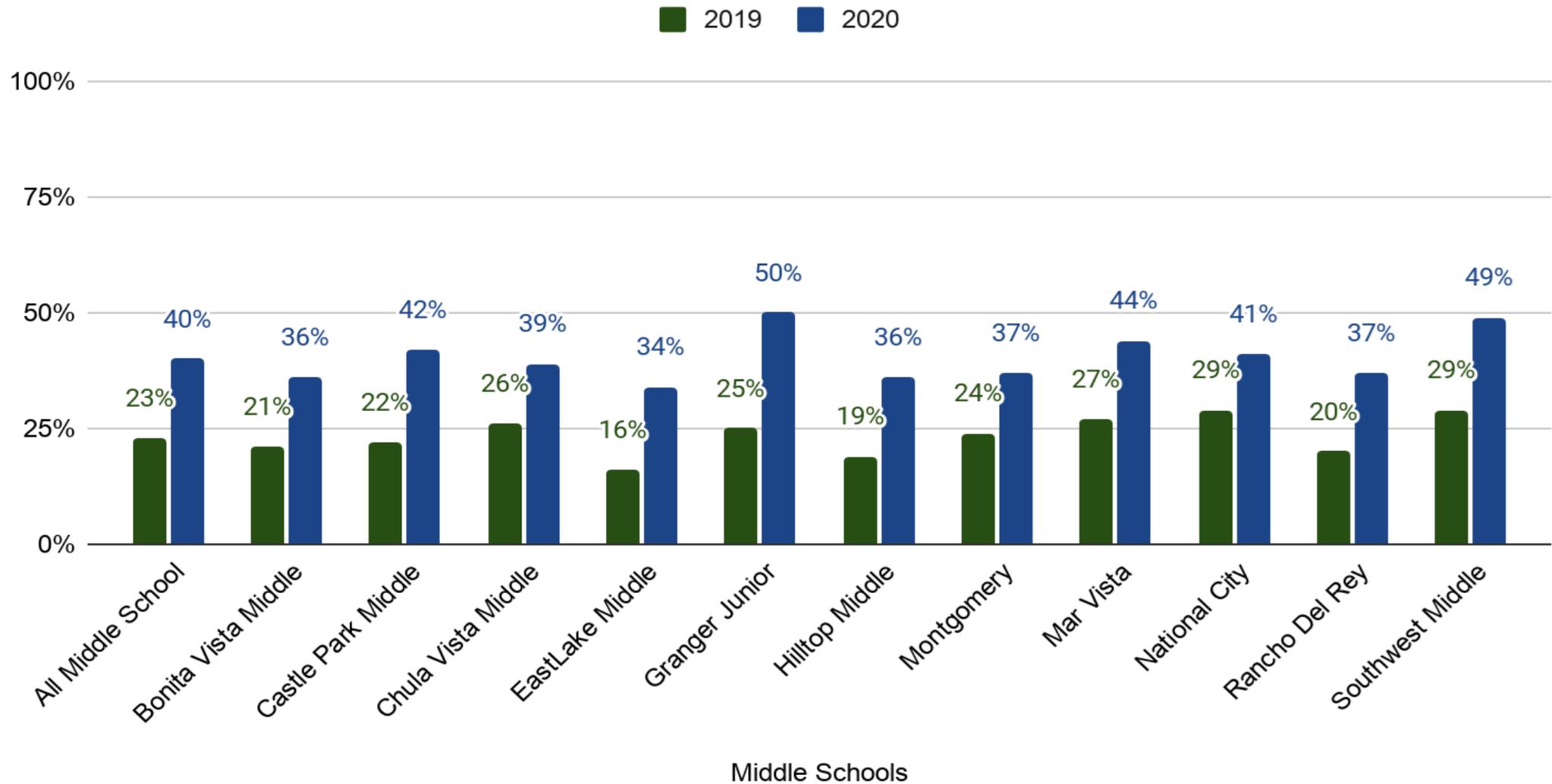
Middle School Percent Ds and Fs



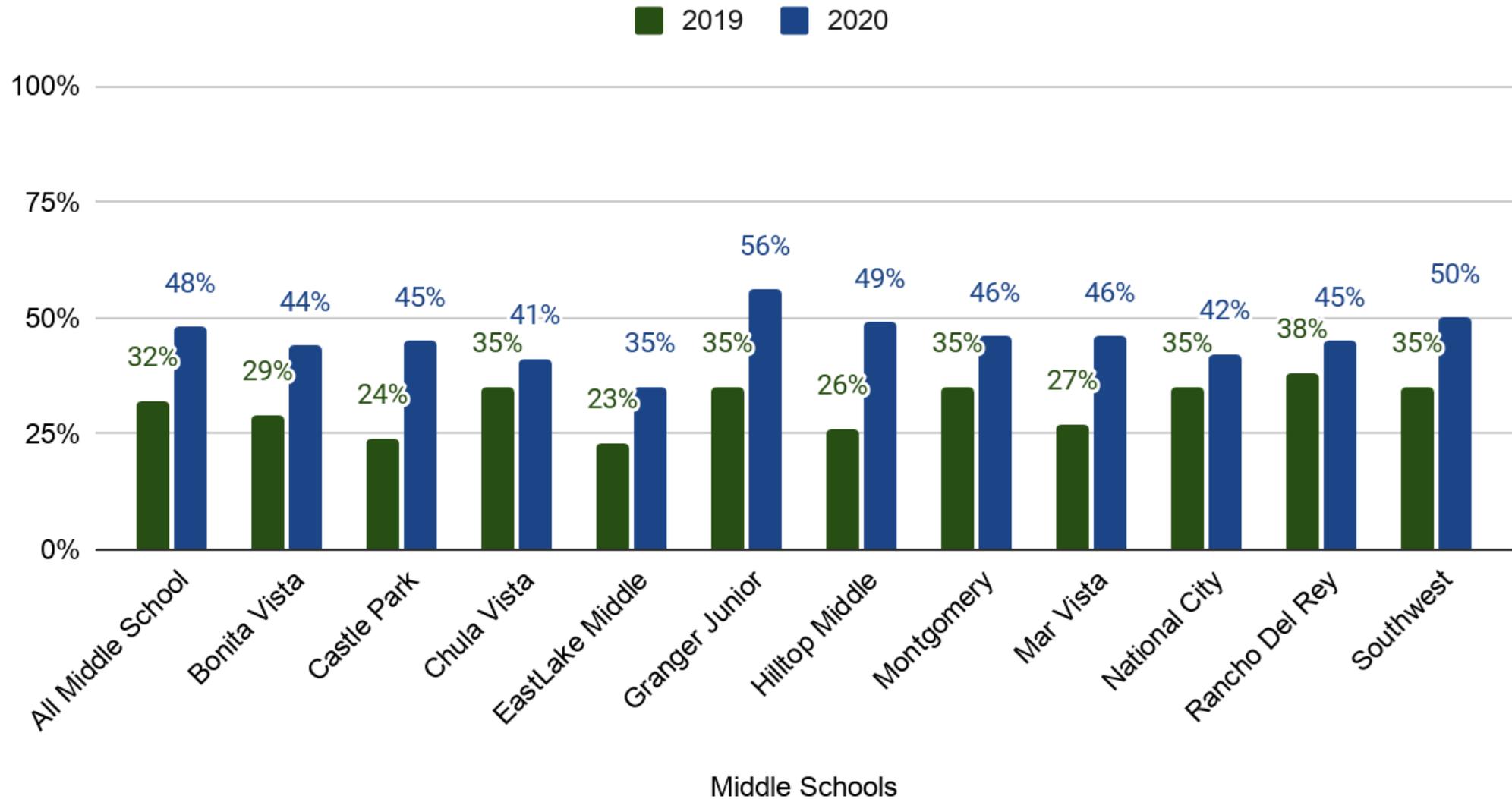
Middle School Percent Ds and Fs: Students with Disabilities



Middle School Percent Ds and Fs: Socioeconomically Disadvantaged

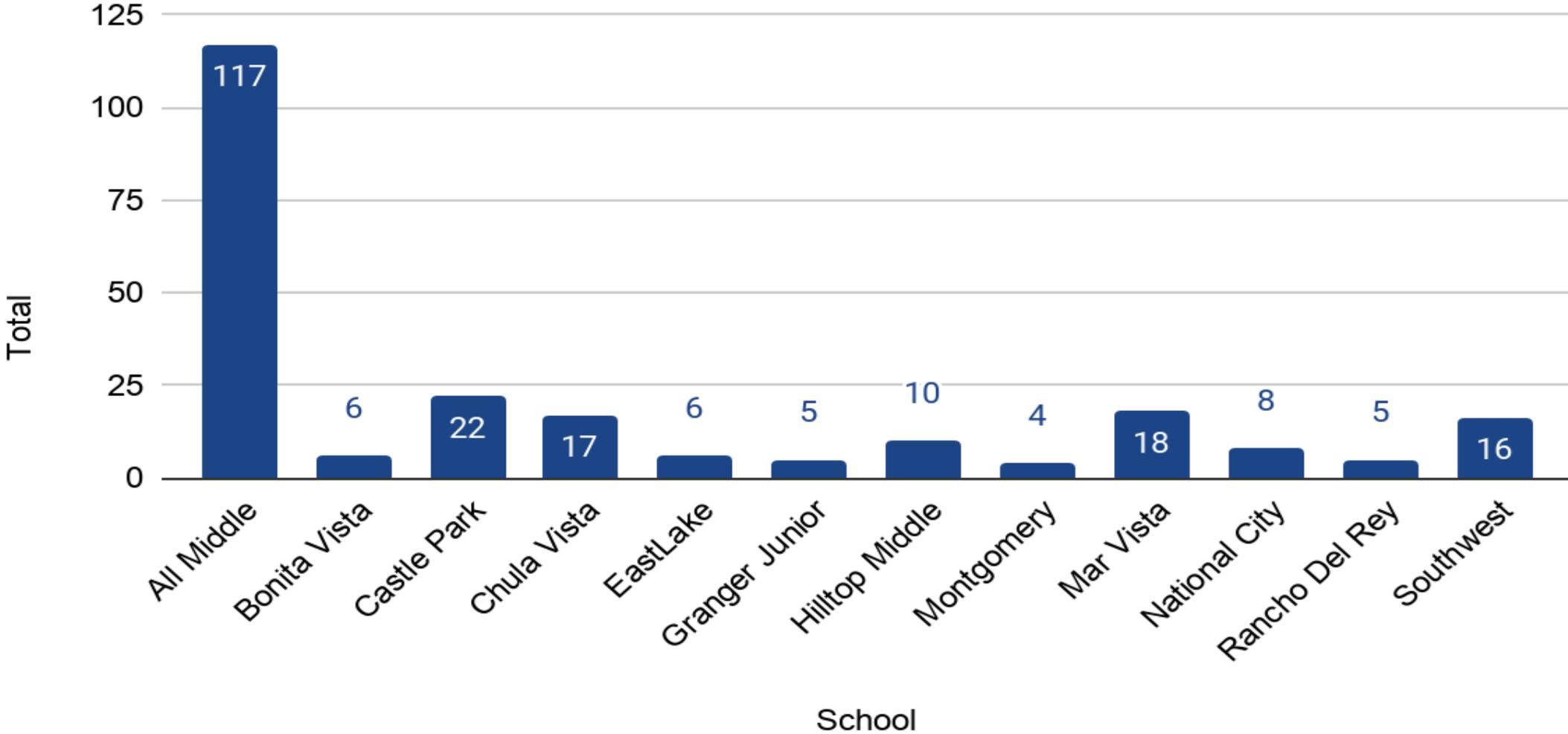


Middle School Percent Ds and Fs: English Learners

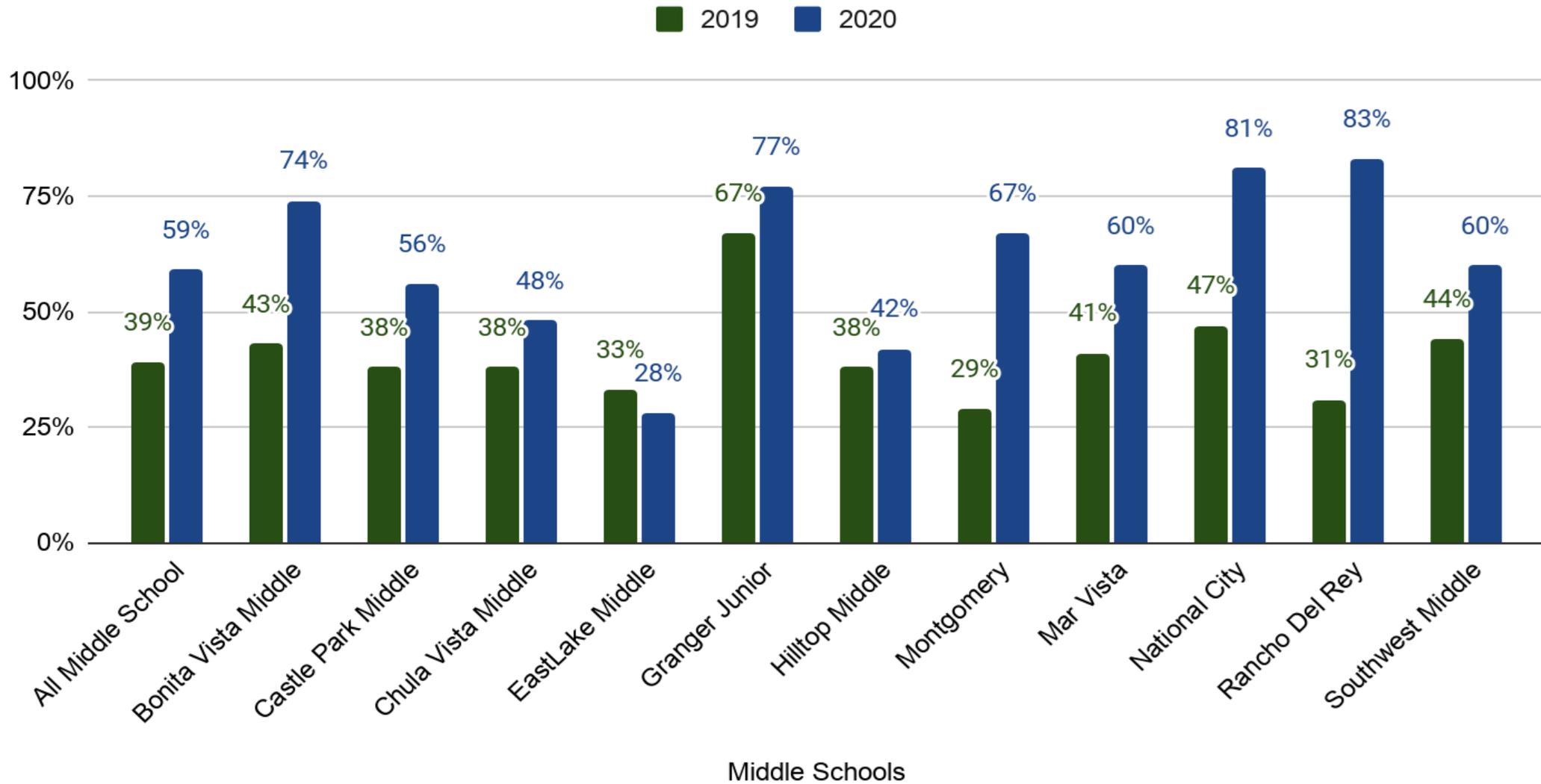


Middle Schools

Middle Schools Foster Homeless Youth



Middle School Percent Ds and Fs: Foster and Homeless Youth



Middle Schools

Goal 2:

Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.



Athletics

▶ **Outside Season of Sport Cohort Conditioning**

- ▶ Started November 5
- ▶ Daily symptom screening and temperature checks
- ▶ 6 feet of distance between all participants
- ▶ Stable cohorts (14 student-athletes and up to 2 adults)
- ▶ Outdoor exercise only (no equipment)
- ▶ Face-coverings required
- ▶ Personal hydration required

▶ **Season 1 Sports**

- ▶ Field Hockey
- ▶ Co-Ed Football
- ▶ Volleyball
- ▶ Water Polo
- ▶ Cross Country
- ▶ Co-Ed Roller Hockey
- ▶ Gymnastics
- ▶ Cheer

▶ **All 12 High Schools are participating in conditioning**

- ▶ Approximately 70 cohorts
- ▶ Approximately 700 student-athletes

▶ **COVID-19 Impacts**

- ▶ 5 Coaches and/or Student-Athletes have reported positive tests
- ▶ 1 Student-Athlete reported symptoms
- ▶ 4 Cohorts have been suspended
- ▶ 2 Athletic Programs have been suspended

▶ **COVID-19 Safeguards**

- ▶ All Cohorts temporarily suspended November 30 to December 4
- ▶ Beginning December 7, participants (coaches and students) must present a negative COVID-19 test

Goal 3:

Foster and honor parent/guardian and community engagement to support excellence in each student's success.

Parent Engagement



Parent Community Input – DELAC/DPAC



Supplemental Staff



Parent University PIQE

Parent Engagement Highlights



PIQE/UCSD/SUHSD Partnership

- Free Parent workshops in selected high schools:
 - Bonita Vista High School
 - Chula Vista High School
 - Mar Vista High School
 - Sweetwater High School

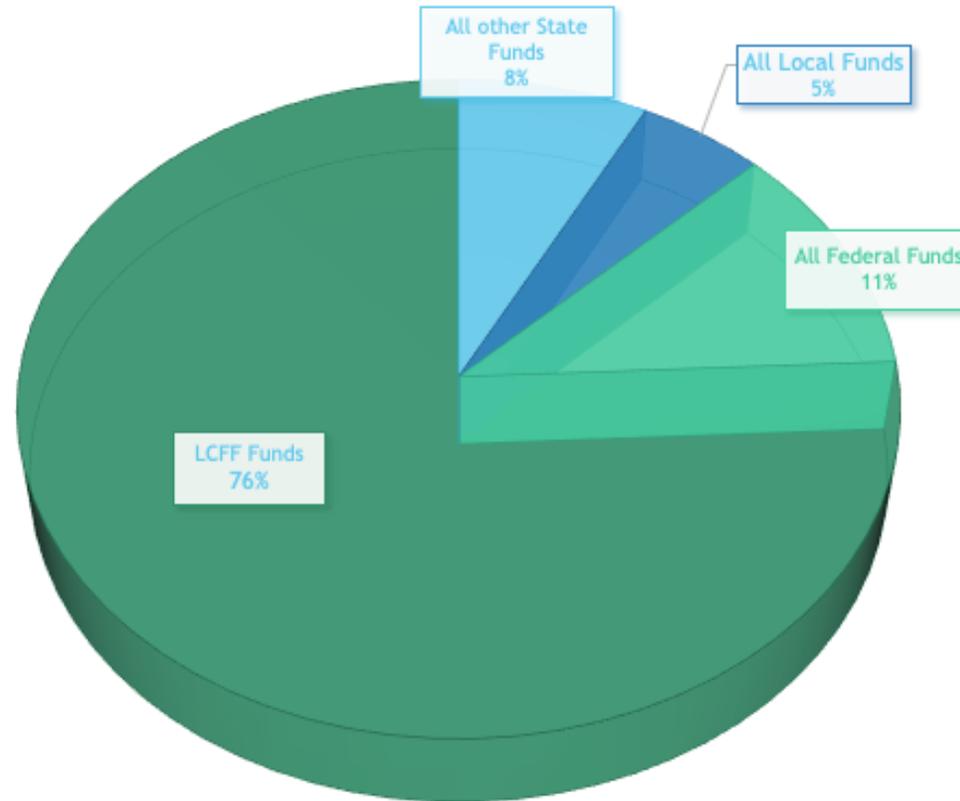
UCSD/SUHSD Parent University Webinar Series

- Total of 440+ families attended the first two webinars
- Semester 2 Series under development

Budget Background

- ▶ California *Education Code (EC)* Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the Local Control and Accountability Plan (LCAP) by July 1 of each year.
- ▶ Senate Bill 98 added *EC* Section 43509 which changed the adoption date for the Budget Overview for Parents for the 2020-21 school year.
- ▶ Local governing boards or governing bodies are now required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report.
- ▶ Budget Overview template replaces references to the LCAP to the Learning Continuity Plan and includes section that accounts for the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

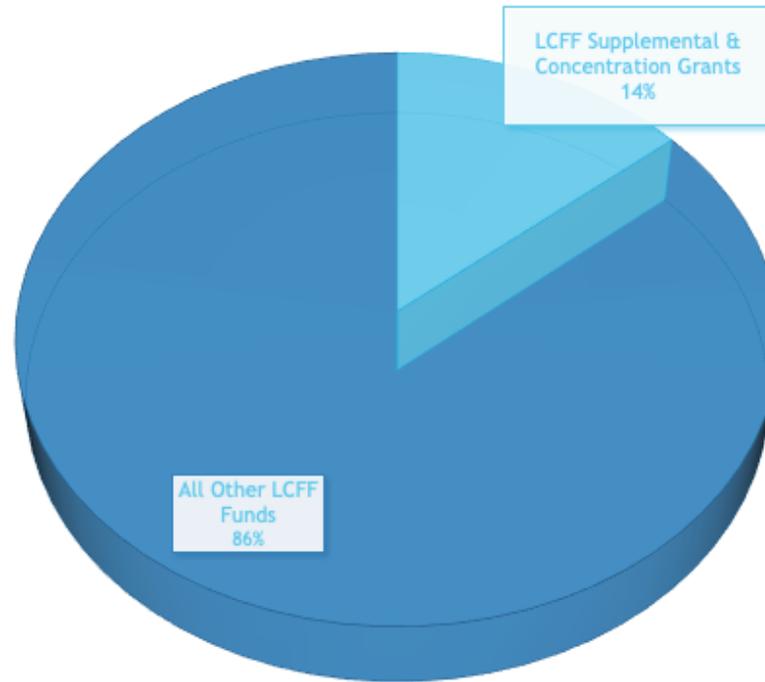
2020-2021 Projected Revenues by Fund Source*



Source	Funds	Percentage
All other State Funds	39,800,709	8%
All Local Funds	26,566,541	5%
All Federal Funds	59,657,513	11%
LCFF Funds	393,641,848	76%
Total Funds	519,666,611	100%

* Based on 45-Day Budget

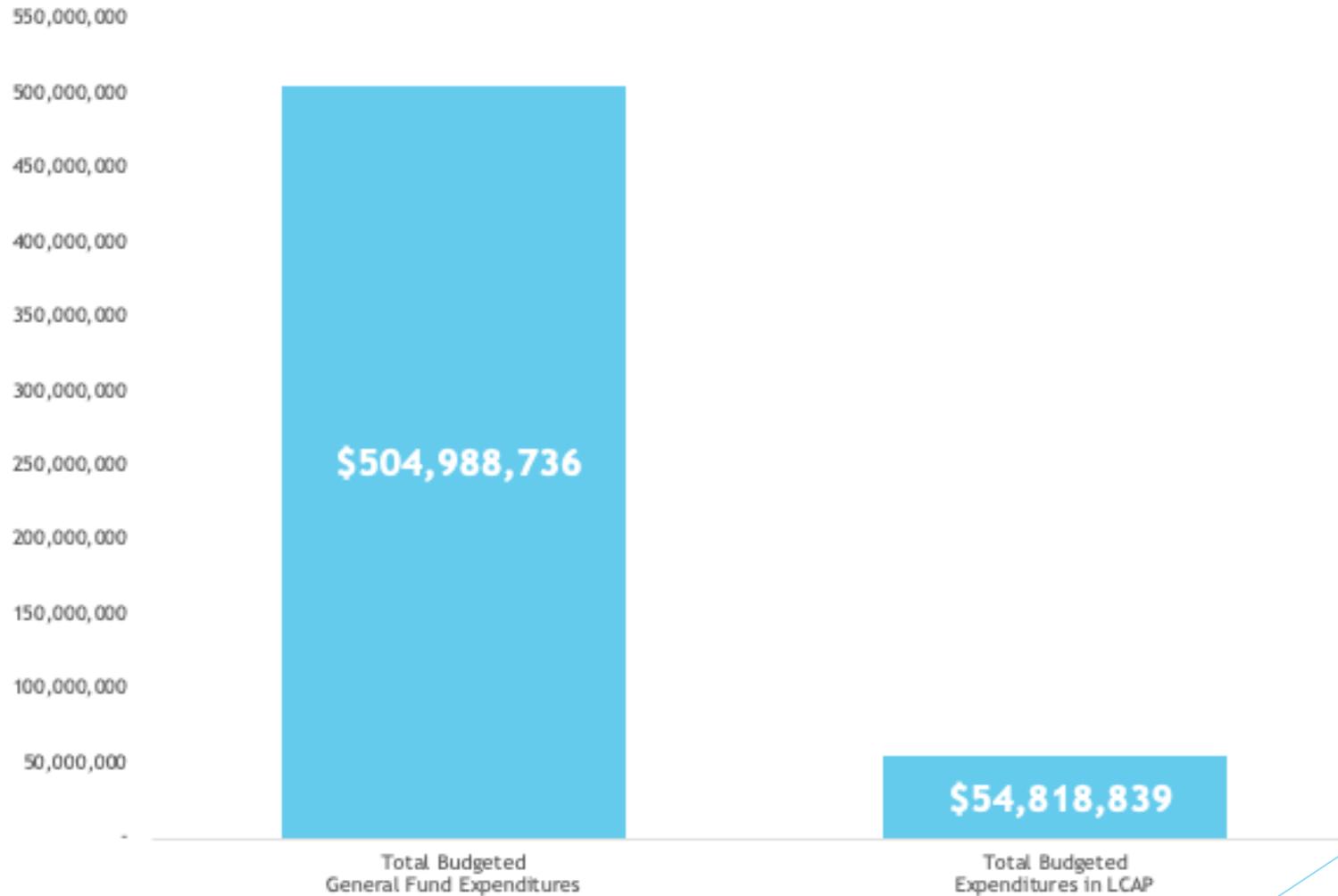
2020-2021 Breakdown of Total Local Control Funding Formula (LCFF) Funds*



Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	54,818,839	14%
All Other LCFF Funds	338,823,009	86%
Total Funds	393,641,848	100%

* Based on 45-Day Budget

2020-2021 Budgeted Expenditures*



* Based on 45-Day Budget

Learning Continuity Plan*

Local Control Accounting Plan (LCAP)

Resource 0900 Local Control Accounting Plan \$ 54,818,839

CARES Act

Resource 3210 Elementary and Secondary School Emergency Relief (ESSER) Fund \$ 8,261,382

Resource 3215 Coronavirus Relief Fund (CRF): Learning Loss Mitigation 2,432,999

Resource 3220 Coronavirus Relief Fund (CRF): Learning Loss Mitigation 26,512,216

Resource 7420 Coronavirus Relief Fund (CRF): Learning Loss Mitigation 3,375,622

Total CARES Act Funding \$ 40,582,219

TOTAL LEARNING CONTINUITY PLAN \$ 95,401,058

* Based on 45-Day Budget

Actions and Services Provided by CARES Act Funds

- ▶ Small group supports - started as soon as 11/5/202
- ▶ Hired temporary teachers at each school site to provide all day small group supports
- ▶ Virtual Tutoring - after school and Saturdays
- ▶ Supplies and materials for Distance Learning and In-Person Instruction
- ▶ Personal Protective Equipment
- ▶ Portion of counselors salaries
- ▶ Teachers on Special Assignment
- ▶ Counselors on Special Assignment
- ▶ Community Resource Facilitators
- ▶ Sanitization and other cleaning equipment
- ▶ Counseling small group supports -commence soon
- ▶ Mental Health Resources
- ▶ Computers and hotspot purchased
- ▶ Professional Development

Health & Safety

Personal Protective Equipment - PPE

- Face Shields
- Thermometers & Batteries
- Hand Sanitizer
- Face Coverings
- Gowns
- Gloves (Nitrile & Vinyl)
- Alcohol Wipes
- Disinfectant/Sanitizing Supplies

Equipment

- Signage - Bilingual
- Pop-Up Tents
- Social Distancing decals
- Desktop Barriers



Health & Safety - Sanitization

X-1 GENERATOR & BACKPACK “FOGGERS”



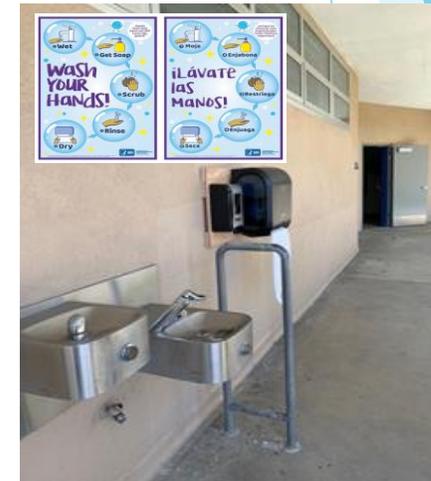
Four (4) per campus

IONIZERS

THIS ESTABLISHMENT
IS PROTECTED BY
iWave
AIR PURIFIERS

All learning
environments & offices

HANDWASH STATIONS



Converted drinking
fountains

Reopening Considerations

- **10-19 age stratum transmission:** Current research, referenced by County of San Diego medical experts and officials, indicates that the 10-19 age group, unlike 0-9, has been determined to become infected and transmit COVID-19 in a manner similar to adults.
- **Adult-to-adult transmission:** Additional research also indicates that adult-adult transmission continues to be a higher risk than commonly perceived due mostly to gaps in protocols.
- **7-12 class scheduling:** Unlike primary schools, secondary school course scheduling requires far more movement between classrooms, so maintaining strict student cohorts is very difficult if not impossible—particularly in much larger schools.

Previous Metrics in Reopening Plan

Original metrics to move to Phase Two:

- 14-day rolling average of San Diego County positive test rate below 5%.
- 14-day rolling average of new Coronavirus cases in Sweetwater zip codes decreasing over 14 days.

The above original rationale was established with a lack of specific guidance that aligned risk metrics with suggested school reopening mitigation “postures” for a phased reopening. New *CDC and SDCOE guidance now helps fill this gap.*

Applying New Guidance from CDC with SDCOE Interpretation:

Centers for Disease Control and Prevention's

Indicators for Dynamic School Decision Making

and SDCOE's Unofficial 14-day Case Rates

Bob Mueller

Balance Risk with Mitigation

Centers for Disease Control

“If... a school is at “medium,” “higher,” or “highest” risk of transmission, **it does not mean that the school cannot re-open** for in-person learning, but that the risk of transmission... is higher and the school could consider alternative learning models.”

*Adopt mitigation stances appropriate for the level or risk.

Core Indicators

Measures of community burden

- Measures of spread within the community

Implementation of mitigation strategies

- Ability of the school to correctly and consistently implement primary mitigation strategies

CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key mitigation strategies: <ul style="list-style-type: none"> • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented all 5 strategies correctly and consistently	Implemented all 5 strategies correctly but inconsistently	Implemented 3-4 strategies correctly and consistently	Implemented 1-2 strategies correctly and consistently	Implemented no strategies
SECONDARY INDICATORS					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	<-10%	-10% to <-5%	-5% to <0%	0% to ≤ 10%	>10%
Percentage of hospital inpatient beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>91%

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200 CoSD: 234 SUHSD: 375 Nov 2-15*
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8% SUHSD: 6.2 % Oct 25 - Nov 11**	8% to ≤ 10%	>10%

*SUHSD 14-day case rate estimate calculated from SDCOE zip code data. **SUHSD positivity rate estimate calculated from CoSD interactive map data.

Staff Recommendations

Revise Reopening Plan Metrics and Milestones

- ▶ Thresholds for progressing to Phase Two (all 4 criteria must be met)
 - a. County of San Diego in Tier Two or lower.
 - b. 14-day SUHSD Case Rate District average is less than 200 for two consecutive weeks (per CDC).
 - c. SUHSD Testing Positivity District average is less than 8% for two consecutive weeks per (per CDPH).
 - d. **Medical Consultation** -Any final decision to move to the next phase of reopening would be vetted through the District physician and Pediatric Epidemiologist
- ▶ Once the two threshold indicators are met and held for two weeks, we would reopen two weeks later. Transportation services may take more time to set up.

Recommendations Continued

1. Add February 1, 2021, as another milestone check point.
2. Maintain and Improve Distance Learning.
3. Continue and expand small group in-person cohorts utilizing CDPH guidance.
4. Continue Athletic conditioning per CDPH guidelines.
5. COVID Testing.

THANK YOU!