



# Reopening Status Update

January 21, 2021



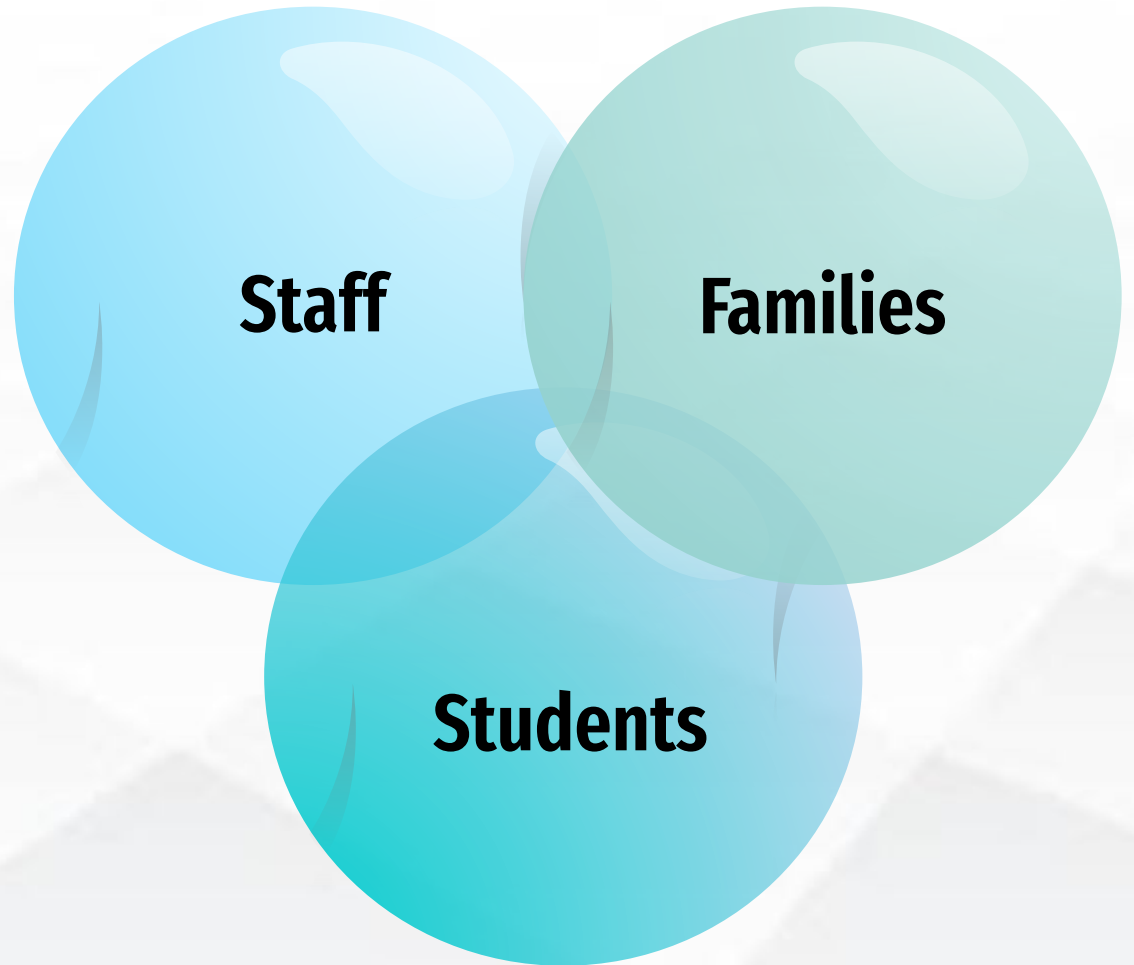
# Online Scholars Solana Beach School District

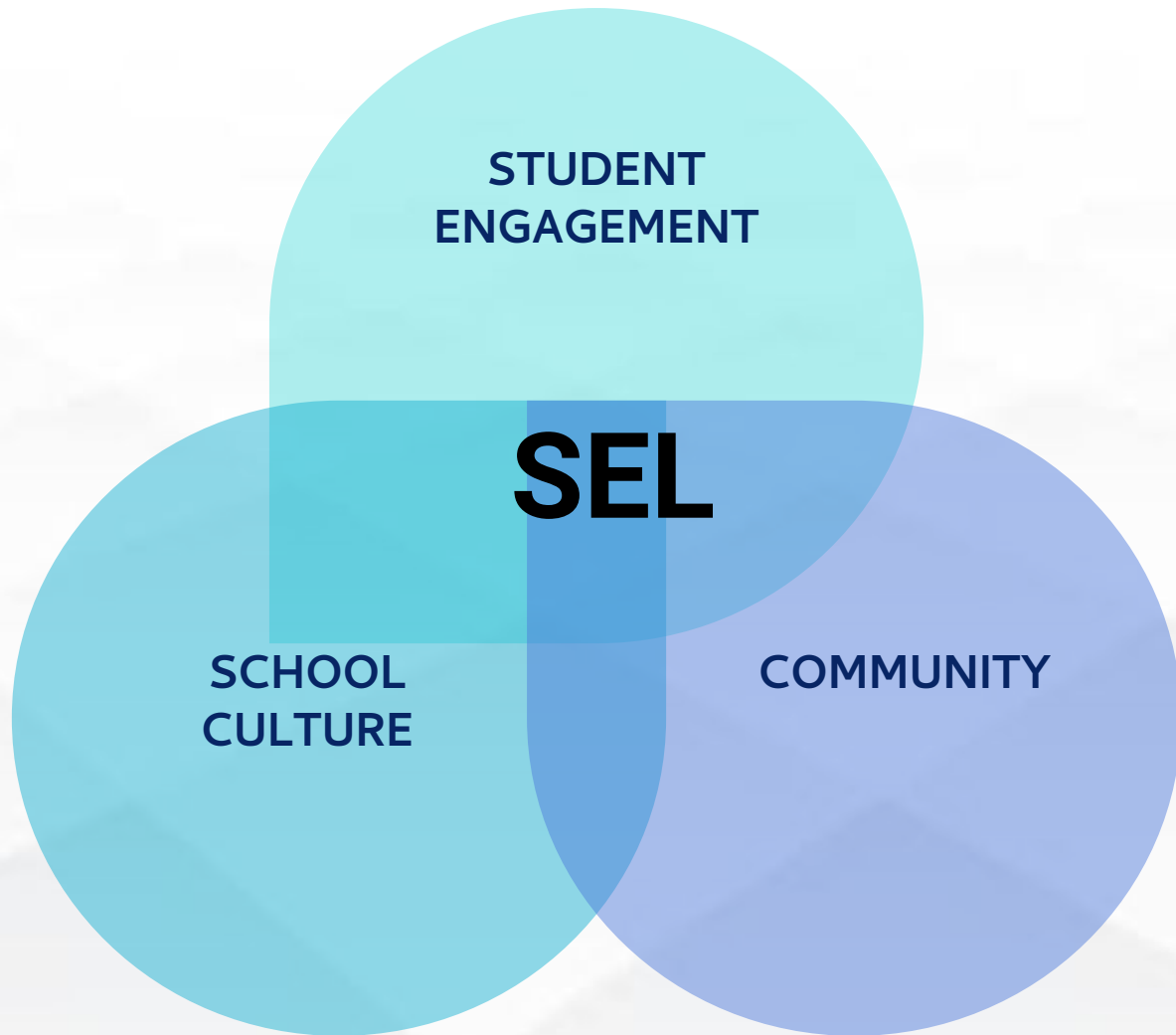


**Angela Tremble**  
Principal

**Roderick Gayta**  
Assistant Principal

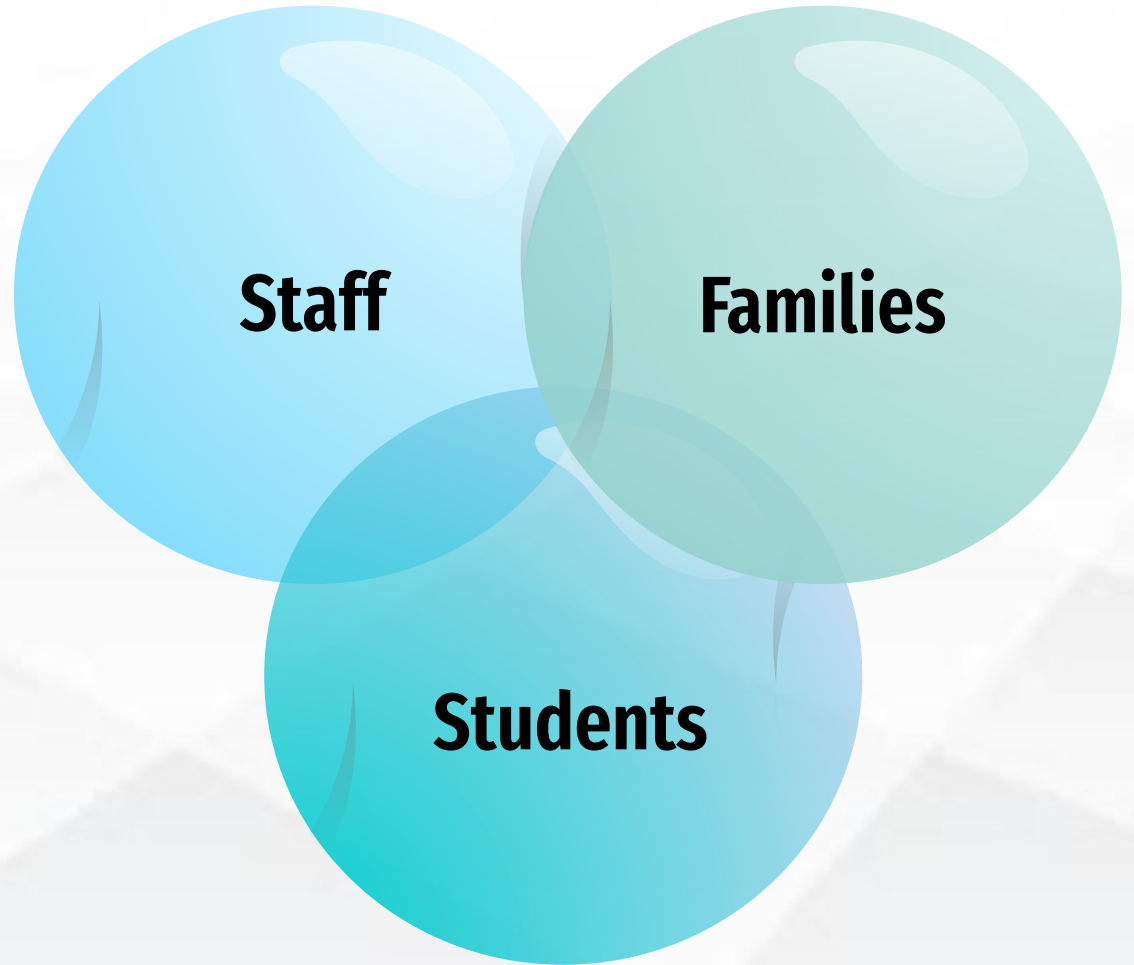
**Online Scholars  
Climate Survey**  
December 2020





**OLS  
Pillars**

**Online Scholars  
Climate Survey**  
December 2020



# Families

Online Scholars  
2020-21

Solana Beach School District



<h2 style="text-align: center;">Student Engagement</h2> <p style="text-align: center;">(212 responses)</p>		Agree or Strongly Agree
Q1: The staff at Online Scholars supports my child's academic success.	96%	
Q2: The staff at my child's school supports my child's social and emotional well-being.	83%	
Q3: The staff at my child's school supports my child's behavioral success.	82%	
Q4: Online Scholars has resources available to support my child's academic success (ex. differentiation, intervention strategies)	80%	
Q5: Online Scholars has resources available to support my child's social and emotional well-being (ex. counselors, class meetings, check-ins)	78%	
Q6: Online Scholars has resources available to support my child's behavioral success (ex. movement breaks, check-ins)	82%	
Q7: Our school curriculum and learning activities keep my child interested and motivated.	83%	
Q8: Technology is integrated to enhance instruction and learning (ex. Zoom, Seesaw, Google Classroom, iPad apps)	87%	
Q9: My child has opportunities for movement breaks throughout the school day.	87%	

<h2>Student Engagement</h2> <p>(212 responses)</p>		<p>Agree or Strongly Agree</p>
Q1: The staff at Online Scholars supports my child's academic success.		96%
Q2: The staff at my child's school supports my child's social and emotional well-being.	<i>We have a wonderful teacher Mrs. Page who provides a calm and structured learning environment for our daughter without being rigid. She is an outstanding and dedicated teacher who genuinely cares about each of her students academic and emotional needs."</i>	83%
Q3: The staff at my child's school supports my child's behavioral success.		82%
Q4: Online Scholars has resources available to support my child's academic success (ex. differentiation, intervention strategies)		80%
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Q8: Technology is integrated to enhance instruction and learning (ex. Zoom, Seesaw, Google Classroom, iPad apps)		87%
Q9: My child has opportunities for movement breaks throughout the school day.		87%



## School Culture

(212 responses)

Agree or  
Strongly  
Agree

Q10: Teachers are approachable and accessible.	96%
Q11: Administrators are approachable and accessible. <i>"OLS staff has done a wonderful job tailoring education to the online environment. For our family this has been a blessing. We have been able to take part in our son's start to education and support him in what he is learning, curb frustration, and reinforce what he is learning from his teacher. Mrs. Anderson is the best."</i>	83%
Q12: I feel connected to Online Scholars (ex. coffee chats, weekly videos, weekly communication, email communication)	76%
Q13: Students have opportunities in their class to leadership (ex. classroom jobs, sharing, group work, student council for upper grades)	67%
Q14: Celebrating diversity is a priority in OLS (ex. classroom lessons, read alouds, parent coffee chats)	73%
Q15: Steps have been taken to involve students in culture building (ex. mascot challenge, site connections, class meetings)	82%
Q16: The staff at Online Scholars supports my child's academic success.	88%
Q17: My Child feels safe at school.	98%

## Community

(212 responses)

Agree or  
Strongly Agree

Q18: Students have opportunities to stay connected to their home sites (ex. Wednesday lunch bunch, read alouds, assemblies, etc.)

*Communication is great- frequent enough and informative, material distribution is easy and efficient, everyone is supportive and responsive to the needs, when necessary. Considering all things, such as inevitable*

71%

Q19: Online Scholars communicates with families regularly.

*limitations that technology brings, we are very satisfied with how things are going. Our daughter appears to be adjusting well to this environment."*

90%

Q20: My child's daily schedule is easy to follow.

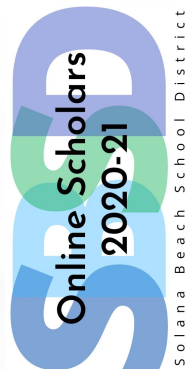
90%

Q21: Materials Distribution provides access to student resources.

95%

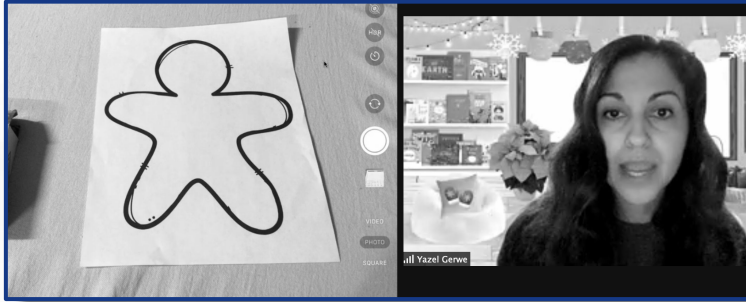
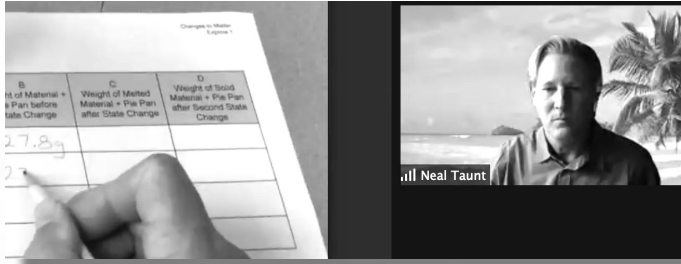
Q22: Technology assistance is available to families.

73%



# Opportunities

- Learning Supports and SEL Supports and Access
- Leadership within Classrooms and OLS
- Celebrating Diversity
- Continued Connection



# Staff

# Online Scholars

2020-21

Solana Beach School District

# Engagement

(62 responses)

Agree or  
Strongly Agree

Q1: I enjoy working in the Online Scholars program.

95%

Q2: I have access to my administrators.

98%

Q3: I am able to communicate with my administrators authentically.

98%

Q4: I have time to meet with my grade level team.

84%

Q5: Staff meetings are productive and relevant.

79%

# Engagement

(62 responses)

Agree or  
Strongly Agree

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Q2: I have access to my administrators.

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Q3: I am able to communicate with my administrators authentically.

98%

Q4: I have time to meet with my grade level team.

84%

Q5: Staff meetings are productive and relevant.

79%

# School Culture

(62 responses)

Agree or  
Strongly Agree

Q6: School expectations for students and staff are clear.	92%
Q7: I have access to social and emotional resources for ALL my students.	89%
Q8: I have access to social and emotional resources for myself.	84%
Q9: Staff members are equipped with strategies to support students experiencing hardship (ex. isolation, COVID restrictions, family situations, life events, home balance)	65%
Q10: Students feel safe in class.	95%
Q11: Students like school.	94%
Q12: Staff understands and implements positive behavior expectations.	94%
Q13: Staff values diversity.	92%
Q14: There are opportunities to learn about and implement culturally responsive teaching.	66%

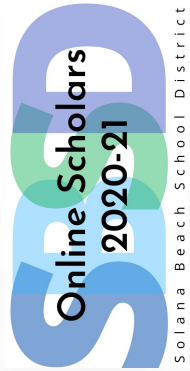
# Community

(62 responses)

Agree or  
Strongly  
Agree

	Agree or Strongly Agree
Q15: I have opportunities to build professional relationships with my colleagues.	76%
Q16: Protocols for communication amongst staff are clear and effective.	87%
Q17: Online Scholars schedule is effective and manageable.	85%
Q18: I have the tools, resources, and support to teach in the Online Scholars model.	77%
Q19: Online Scholars structures and systems are organized, easy to understand and follow (ex. communication systems, opportunities to provide input).	87%
Q20: Material distribution protocols allow me to provide resources and materials to students.	90%
Q21: Professional learning opportunities are available to me. (ex. PLC, staff meeting, trainings)	76%
Q22: I am accessing professional learning to build my own capacity.	82%
Q23: Professional learning is offered at a time that provides flexibility with my own schedule.	60%

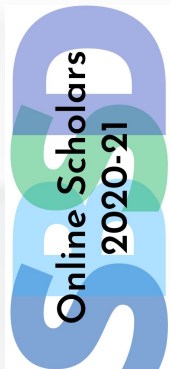




# Opportunities

- Continued Professional Learning for Staff
- Resources to Support Students at Home
- Culturally Responsive Teaching

# Students



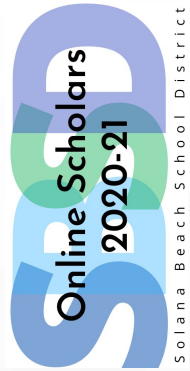
<b>Student Engagement</b> (614 responses)	All of the time or Most of the time	Some of the time	Totals
Q1: I am interested in what I'm learning in school.	76%	22%	98%
Q2: I have opportunities to work independently.	76%	22%	98%
Q3: I have opportunities to work in small groups.	67%	30%	97%
Q4: I have opportunities to be creative and to solve problems.	83%	15%	98%
Q5: I am encouraged to be resilient, especially in challenging situations.	74%	17%	91%
Q6: School connects me to real-world issues and experiences.	58%	29%	87%
Q7: Discovery Labs provide me with fun learning experiences.	83%	13%	96%
Q8: The things I learn in class are interesting.	76%	20%	96%
Q9: I use what I learn in school in my daily life.	56%	35%	91%
Q10: It is important to me to learn in school and grow as a student.	92%	n/a	92%
Q11: My teacher gives me feedback on how I am doing in school.	79%	17%	96%

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<b>School Culture</b> (614 responses)	All of the time or Most of the time	Some of the time	Totals
Q12: I want to come to school everyday.	71%	20%	91%
Q13: I feel safe at school.	90%	n/a	90%
Q14: I can identify how I am feeling.	81%	13%	94%
Q15: I know where to go and who to talk to if I am sad, upset, or worried.	74%	17%	91%
Q16: I have been bullied during school. (Bullying means that someone at school has targeted you on multiple occasions or there has been an imbalance of power.)	5%	10%	15%
Q17: I receive help from teachers when I feel teased or bullied.	55%	12%	67%
Q18: I respect and accept students that are different than me.	97%	n/a	97%

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Q18: I respect and accept students that are different than me.	97%	n/a	97%

<b>Community</b> (614 responses)	All of the time or Most of the time	Some of the time	Totals
Q19: I have opportunities to connect with my home site.	62%	28%	90%
Q20: I have access to my teachers when I have questions.	85%	14%	99%
Q21: I know my daily schedule and how to access Zoom links.	97%	n/a	97%
Q22: I know where to find my assignments and lessons.	98%	n/a	98%
Q23: I know how to turn in my assignments and lessons.	97%	n/a	97%



# Opportunities

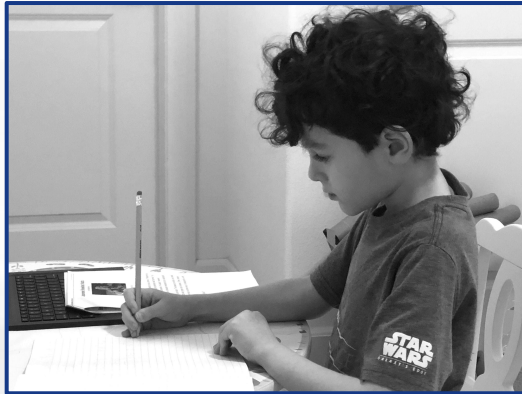
- Continued SEL Supports
- Learning Connection to Daily Lives
- Small Groups
- Regular Check Ins



# Overall Trends

- Relationships and SEL
- Connection and Engagement
- Staff Connection to Students and Program
- Organization and Continuity
- Importance of Systems and Protocols
- Communication
- Schedule, Pace and Balance

*“Just keep doing the things they are doing because we love our teachers!”*

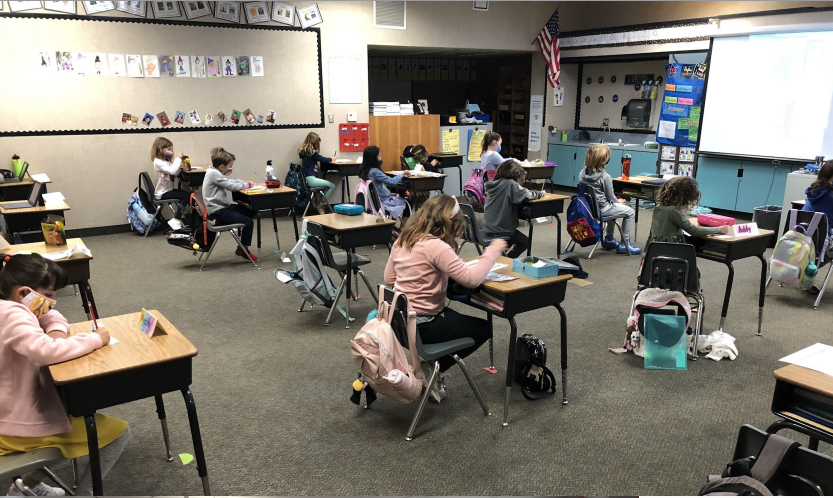


**TOGETHER:  
Moving Forward  
with More  
Students More  
Days a Week**



**Phasing In Status  
Update  
January 21, 2021**

# K-2 Students Return to 4 Days of In-Person Learning



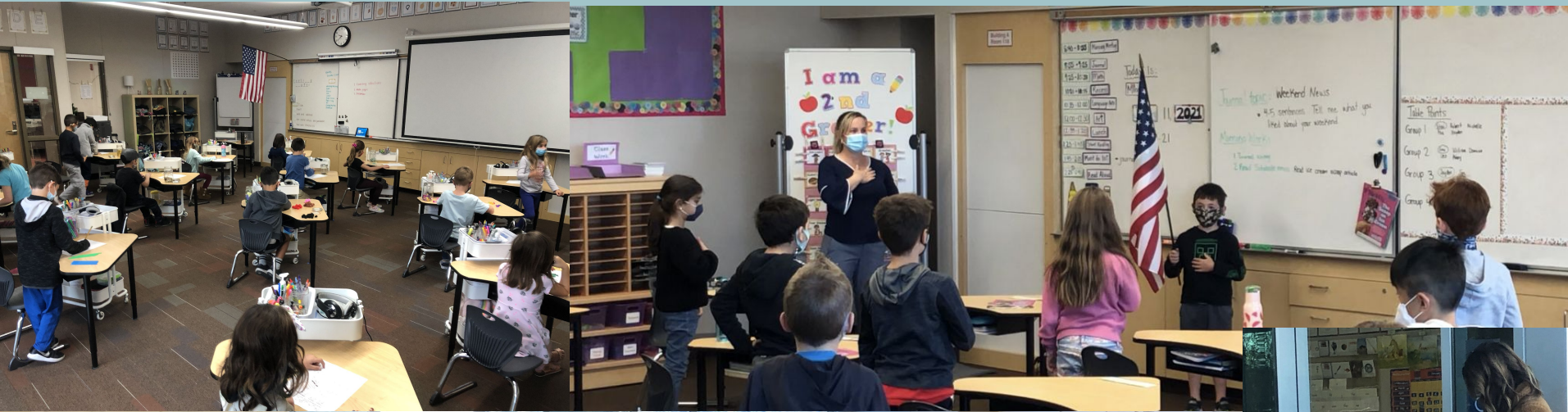
"We get to be with our friends and get to know them better. It's a lot of fun!"



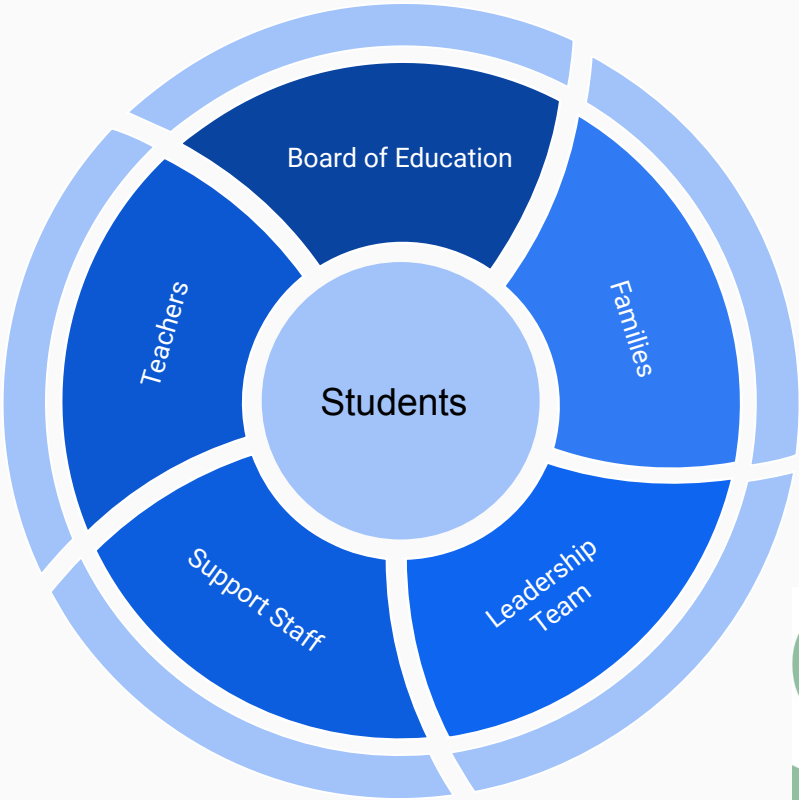
"We don't have to be online too much because that's really exhausting. I like learning in person and I like playing."



# K-2 Students Return to 4 Days of In-Person Learning



# K-2 Students Return to 4 Days of In-Person Learning



# Continuity of Learning During a Pandemic




# Updated CDPH Documents/ Requirements

January 14, 2021

**COVID-19 and  
Reopening In-Person  
Instruction Framework  
& Public Health  
Guidance for K-12  
Schools in California,  
2020-2021 School Year**

January 14, 2021


**CALIFORNIA  
ALL**  
Your Actions  
Save Lives

 **CDPH**  
California Department of  
Public Health

**COVID-19 School  
Guidance  
Checklist**

January 14, 2021

**CALIFORNIA  
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Public Health



# SBSD Guiding Principles for Reopening



Return as many students to school as many days as possible.



Maximize teaching and learning.



Provide for the social emotional needs of students, staff, and families.

**All while maintaining the health and safety of our students and staff as a top priority.**

# Solana Beach School District Reopening Mitigation Measures

## From 13 to 15 Health and Safety Precautions:

1. Facial covering required for all staff and all students
2. Stable Cohorts (students do not intermingle with students in other classes)
3. 6' Physical distancing required between staff and students and student to student
4. Healthy hygiene breaks
5. Staggered Arrival and Dismissal (supports stable cohorts)
6. Daily active staff and student symptom and temperature checks
7. Staggered Recess and Lunch (supports stable cohorts)
8. Proactive asymptomatic COVID-19 testing
9. Internal (school nurses) and external (county health department contact tracing)
10. Increased cleaning and disinfecting
11. Increased outdoor air into classrooms
12. MERV 13 HVAC filters
13. Outdoor learning activities
- 14. Continue with a 14-day quarantine period**
- 15. All employees offered N95 masks**

# CDC CORE Indicators and Thresholds for Risk 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
<b>Core Indicators</b>					
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"> <li>• Consistent and correct use of masks</li> <li>• Social distancing to the largest extent possible</li> <li>• Hand hygiene and respiratory etiquette</li> <li>• Cleaning and disinfection</li> <li>• <a href="#">Contact tracing</a> in collaboration with local health department</li> </ul> Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented <b>all 5</b> strategies correctly and consistently	Implemented <b>all 5</b> strategies correctly but inconsistently	Implemented <b>3-4</b> strategies correctly and consistently	Implemented <b>1-2</b> strategies correctly and consistently	Implemented <b>no</b> strategies

# SBSD Asymptomatic Testing Program Update

## January Re-entry Testing

Date	Students Tested	Adults Tested	Positive Student Results	Positive Adult Results	Total Tested 1767
January 5, 2021	456	197			653
January 6, 2021	442	170			612
January 7, 2021	354	113			467
January 8, 2021 (make up)	32	3	6	3	35

## Winter Asymptomatic Testing Cycle

Day	Testing Site	Participants to be Tested (By Last Name)
January 21, 2021	Skyline	A-Ch
January 28, 2021	Solana Ranch	Ci-Gr
February 4, 2021	Solana Pacific	Gu-Le
February 11, 2021	Skyline	Li-O
February 25, 2021	Solana Pacific	P-Si
March 4, 2021	Solana Ranch	Sk-Z

SBSD Positive  
Case Data and  
Classes Required  
to Quarantine/  
Pivot to Online  
Learning

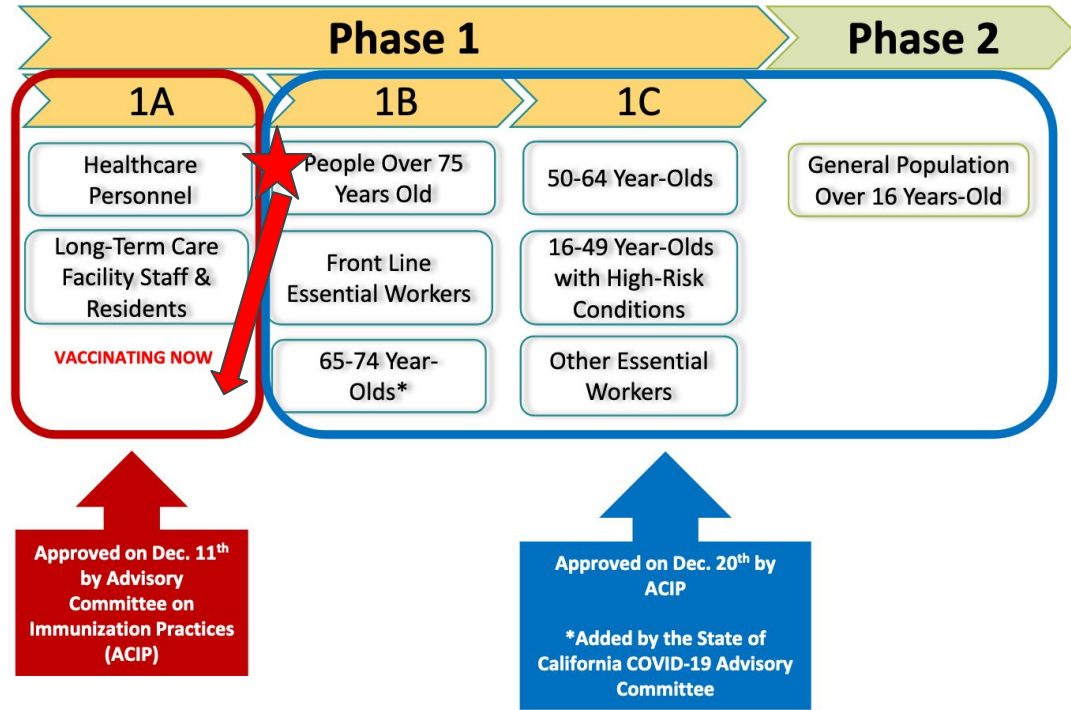
*Since 9/28/20:*

**22 employees** have tested positive

**52 students** have tested positive

**16 classrooms** have pivoted to  
online learning due to a staff  
member or student testing positive  
for COVID-19 and were physically at  
school during their infectious period

# Vaccination Update



**Phase 1A - Healthcare Personnel** - District nurses, Health Clerks/LVN's, Front Office Staff, Occupational Therapists and Speech Pathologists are currently eligible to get vaccinated

**Phase 1B (Tier 2) Essential Frontline Workers** - Education/Child Care - All Certificated and Classified SBSD Employees (Early Feb.)

**Current Teacher Posting**

**Current Instructional Aide Posting**

**Substitute Teacher Update**



# Site Reopening Committee Work Areas

## ***Class Configurations***

Ingress (Health Screenings)/Egress

Recess/Lunch

Outdoor Learning

## ***Rainy Day Schedules***

## ***Opportunities to Pilot and Field Test***



# Pilot and Field Tests Underway for Grades 4-6

Why Pilot and Field Test?

What is the Goal or Purpose of Pilot/Field Tests?

Who Pilots/Field Tests?

Where are the Pilots and Field Tests?

# District Reopening Committee

- Site recommendations shared by each principal around unique needs and/or challenges
- Opportunity for all Site Committee representatives to ask questions, seek clarification, and discuss the site's proposed recommendations
- Senior management's consideration of all recommendations that:
  - Provide parity across school sites in how the District returns more grade 4-6 students for more days per week.
  - Address the three guiding principles of reopening while adhering to **all** existing health and safety mitigation measures.
  - Recognition that a one size doesn't fit all in determining "how" more grade 4-6 students return to in-person instruction more days a week

Working Together: We  
Accomplish More and  
Achieve Better Results

# Challenges/Unique Needs Considered

**Details** of the proposed recommendations

**Workload** the proposed recommendations place on SBSD employees without the reduction of other workload matters

**Safety**

# Details of Proposed Recommendations

## Concerns Expressed

1. Fluidity of adjacent learning spaces to promote stable cohorts
2. Technology supports - what does this look like and entail (pilot/field tests)
  - Visual presentation for all students
  - Supervision support
3. Supervision of students in adjacent learning spaces (pilot/field tests)
  - Staffing support (cannot pull existing staff to cover)

## Solutions:

1. Specifically assigned adjacent learning spaces to promote stable cohorts
2. Pilot/Field Test Testimonials and Observations
3. Develop Supervision Formula / Hire Additional Staff Based on Supervision Need
4. Hire any additional staff prior to implementing phase-in recommendations

# Workload Impact of Proposed Recommendations

## Concern Expressed

1. Moving classrooms
2. Another *change* in operations

## Solutions:

1. Transition Support Structures:
  - a. Streamlined instructional delivery options (build upon pilot/field test experiences)
  - b. Support teachers moving spaces

# Safety Feedback as Phasing-in Continues

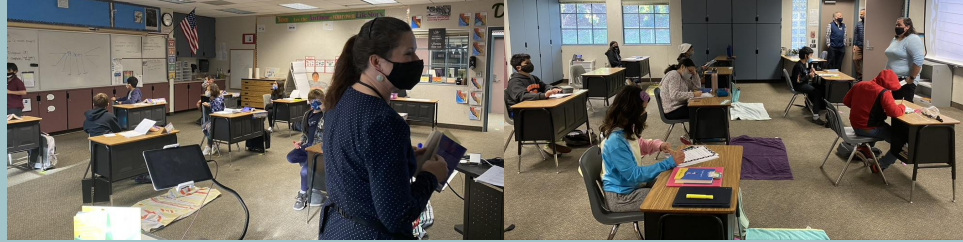
## **Input Received:**

1. Differing viewpoints from all stakeholders on safety
2. Interpretation of safety can and often is personal and subjective
3. There are local versus county-wide rates of infection
4. Students not required to be tested
5. Community transmission outside of SBSD schools (families & staff)
  - Inconsistent adherence to health and safety requirements

## **Solutions:**

1. Continue to implement above and beyond health and safety mitigation measures
2. Bring in San Diego County Health Department experts to provide factual information to all stakeholders
3. Adjacent learning spaces continue to support established stable groups
4. Learning spaces maintain 6' of physical distancing

# Staff Recommendations



## Class Configurations -

1. Maintain established stable groups through:
  - a. Moving current classroom to bigger learning spaces (STREAM, Art, Tech, Music, media, MPR, etc)
  - b. Moving classrooms to facilitate adjacent learning space utilization
  - c. Utilizing a multi-pronged approach to supervision:
    - i. Classroom teacher
    - ii. Additional support personnel
    - iii. Technology
2. Support the workload of our classroom teachers and other support staff
  - a. Collaborate to generate options with our employee union support staff (honoring our obligation to negotiate as required)





# Staff Recommendations - Rainy Day Schedules

1. Implement site recommendations for mild/moderate inclement weather situations
2. Implement a modified minimum day schedule for successive or heavy inclement weather days
  - a. Notify families as early as possible
    - i. The evening before whenever possible
    - ii. That morning



# Staff Recommendations - Other

1. Return 6th grade students first
2. Return 5th and then 4th grade students
3. Mid-Year Recommitment - continue with existing extraordinary circumstances model change request process
4. Begin planning for the 2021-22 school year based on “***what we know now***” versus “what we hope/think” conditions will be (Plan for two models: 1) In-person instruction, and 2) online model
  - Update the Board on planning assumptions at the March Board meeting

## Proposed Next Steps

1. Return Grade 3 students, January 25 as planned.
2. Finalize Preparations for 4-6th grade students to return:
  - a. February 8 (grade 6)
  - b. February 22 (grade 5)
  - c. March 1 (grade 4)
3. Determine supervision allocations and hire necessary staff.
4. Identify and implement transition structures to support workload of staff.
5. Pursue any and all funding to support 2020-21 phasing-in of students.
6. Continue to meet as Site and District committees to evaluate and adjust reopening phase-in plans as needed.
7. Update the Board on Grades 4-6 on February 11 and March 11 meetings
8. Continue to monitor local metrics in order to determine if any changes are necessary to phase-in timeline

# Proposed Additional Funding Resources

## State Funding

- **Safe Schools for All Plan**
  - Proposed application period: February 1, 2021 or March 1, 2021
  - Incentive Grant with a base rate of \$450 per 2020-21 Average Daily Attendance (ADA) by February 1 or \$337.50 by March 1
  - Hold Harmless ADA:  $2869.42 \times \$450 = \$1,291,239$

## Federal Funding

- **Federal Stimulus signed into law 12/27/20**
  - Elementary and Secondary School Emergency Relief (ESSER)/Coronavirus Aid, Relief and Economic Security (CARES)
    - In proportion to Title I, Part A funding
  - Initial estimate \$591,093

# Discussion