

San Francisco
Unified School
District

Fall Planning
2020



July 28, 2020



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Introduction



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We know our students, families, staff and our broader community are eager to return to school in the Fall. After reviewing the best available evidence-based sources of guidance from health officials, and gathering input from staff, students, families, community, and labor partners the Superintendent is recommending to the San Francisco Board of Education that our fall semester will begin with distance learning.

We hope to provide a hybrid model (a combination of in-person and distance learning) for some students when science and data suggest it is safe to do so.

As we consider various scenarios, the health, safety and wellness of our children, youth and staff remains our top priority. We are using evidence-based sources of guidance available as we develop reopening plans. The Centers for Disease Control (CDC), the California Department of Public Health and the California Department of Education have released guidance for schools and school based programs that, along with guidelines from the San Francisco Department of Public Health, have informed our approach.

SFUSD has also joined with five Bay Area counties and public health officials, working closely with regional officials to determine when and how to reopen schools. District representatives are meeting regularly with the Department of Public Health and other City agencies to consider multiple factors related to fall planning.

We also recognize students will likely return with higher levels of need. We will see exacerbated achievement gaps due to inequities in learning opportunities following sustained closures of school buildings. Students will require a variety of supports to address emergent academic, health, and psychological needs. Our instructional priorities must be to understand what children can do as well as where they are struggling and where they need emotional as well as academic support, and our district is committed to this work.

This summer, we have engaged several work groups, with representatives from organizations representing staff, student and family perspectives. Students, families, community partners and district staff participated in a series of virtual Town Halls and families provided input through a Family Survey. This input has been a critical factor in informing our approach to Fall Learning.

As we plan for the coming school year, we have worked diligently to create a plan that incorporates health guidance, our district's priorities and values and the input of our diverse community of staff, students and families, along with our state and local guidance. We are navigating these challenging times together. It is not easy, but with a continued focus on our students, and the collective efforts of our families, educators and community partners, we will provide our students with the quality instruction and equitable support they need to thrive.

Executive Summary

Our Mission

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

Our Guidance

Our work has been anchored in seven guiding principles:

- Anti-Racist Education for Each and Every
- Authentic Partnership
- Health & Safety
- Consistency & Continuity
- Flexibility & Fluidity
- Humanizing
- Responsive

Additionally, guidance from State and Local agencies have informed our work to plan for the 2020-21 school year. The health and safety of our students, families and staff has been at the forefront of the planning process. Several documents have informed our next steps, including guidance from the California Department of Education and state and local departments of public health.

We recognize that many of the details involved in this report will require collaborative discussion and negotiation with our labor partners. We are currently undertaking those discussions now and nothing in this report is intended to suggest that we will neglect or ignore our obligation to bargain in good faith.

Spring 2020 Data & Stakeholder Engagement

District staff have collected feedback and monitored various metrics across a diverse variety of topics - particularly around access, connection, and engagement during distance learning and the well-being of our staff and families. SFUSD surveyed staff and families, conducted district-wide Wellness Check-ins with families, and hosted Town Halls for staff, students, families, and community partners to solicit feedback on District plans.

We have heard from many in our community and continue to gather more feedback. Some themes have been consistent and clear:

- The health and safety of students and staff is paramount.
- Our students benefit most from in-person instruction and appreciate human connection.
- Successful distance learning requires clarity, consistency and coherence. Our teachers, students and their families need guidance on receiving and providing distance learning.
- Students, families and staff need consistent access to technology and the Internet as well as the support and training to use SFUSD's various online platforms.
- SFUSD must strengthen relationships with community based partners and City partners to connect more resources to more families to meet essential needs for all.

Fall Learning 2020

After reviewing the best available evidence-based sources of guidance from health officials, and gathering input from staff, students, and families, the Superintendent is recommending that our fall semester begin with distance learning. We will look toward a hybrid model, considering limited in-person schooling for small groups of priority students at a limited number of physical locations as soon as health guidance and data suggest it is safe to do so.

As we plan for distance learning and eventual return to school, we are focusing our efforts in several key areas.

Teaching & Learning

SFUSD remains committed to our mission. We know that schools are places for interaction and connection and those are critical levers for learning to happen. And, current circumstances will require us to think differently about how we engage remotely during distance learning. SFUSD distance learning will include daily live interactions between students and their teachers and instructional minutes have been defined in SB-98 for each grade span. Our approach is to ensure that each and every student is seen as an individual, has the instructional materials they need to make academic progress and the support they need to feel emotionally secure.

We heard clearly from students, staff and families, that connection, clarity and consistency are areas that need to be addressed in distance learning. And, to achieve those things we need to address how we are supporting educators through professional development, resources and support, and families through clearer and regular communication as well as resources to student learning.

We also recognize that this way of “doing school” is new and requires us to focus on consistent approaches to ensure that we are making improvements in key areas:

- Anti-Racist Practices
- The SFUSD Graduate Profile
- Authentic Partnership
- Consistent Structures for Support

Safety Protocols

SFUSD continues to rely on a core set of local, state, and federal agencies for the most up to date information on COVID-19's prevalence in the population, medical research on COVID-19 transmission and prevention, and official regulatory guidance. Measures for social distancing and cleaning will need to be in place for any services requiring in-person interactions. The California Department of Public Health (CDPH) recently updated guidance, “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year,” includes new directives and suggestions pertinent to SFUSD as we contemplate in person learning.

Coordinated Care Plan for Wellness & Authentic Partnership

Authentic family partnership is a key ingredient to educational equity and student success. The partnership begins in our classroom with consistent two way communication between teachers and families. Site based Coordinated Care Teams will support the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership. The SFUSD Wellness and Partnership Team will lead the coordination of quarterly District Wide Family Wellness Check-ins and the expansion of the SFUSD Family Resource Link to the Student & Family Resource Link.



Communication

The shifting landscape in which we find ourselves requires a carefully coordinated while also nimble communications strategy. We support a variety of communication channels including Weekly Digests, the SFUSD website, the Student & Family Resource Link Line and social media outlets. Our aim is to be responsive to the array of linguistic and cultural assets among our stakeholders and support them in getting resources, taking action and staying connected.

Personnel

The health, safety and wellness of students, families, and all personnel will take priority over all other considerations in guiding our policies during the COVID-19 pandemic. We must have clarity around our roles, responsibilities and resources through both distance learning and a transition back to onsite learning. All staff play a critical role in maintaining relationships with our students and families and in meeting students' academic and social-emotional needs.

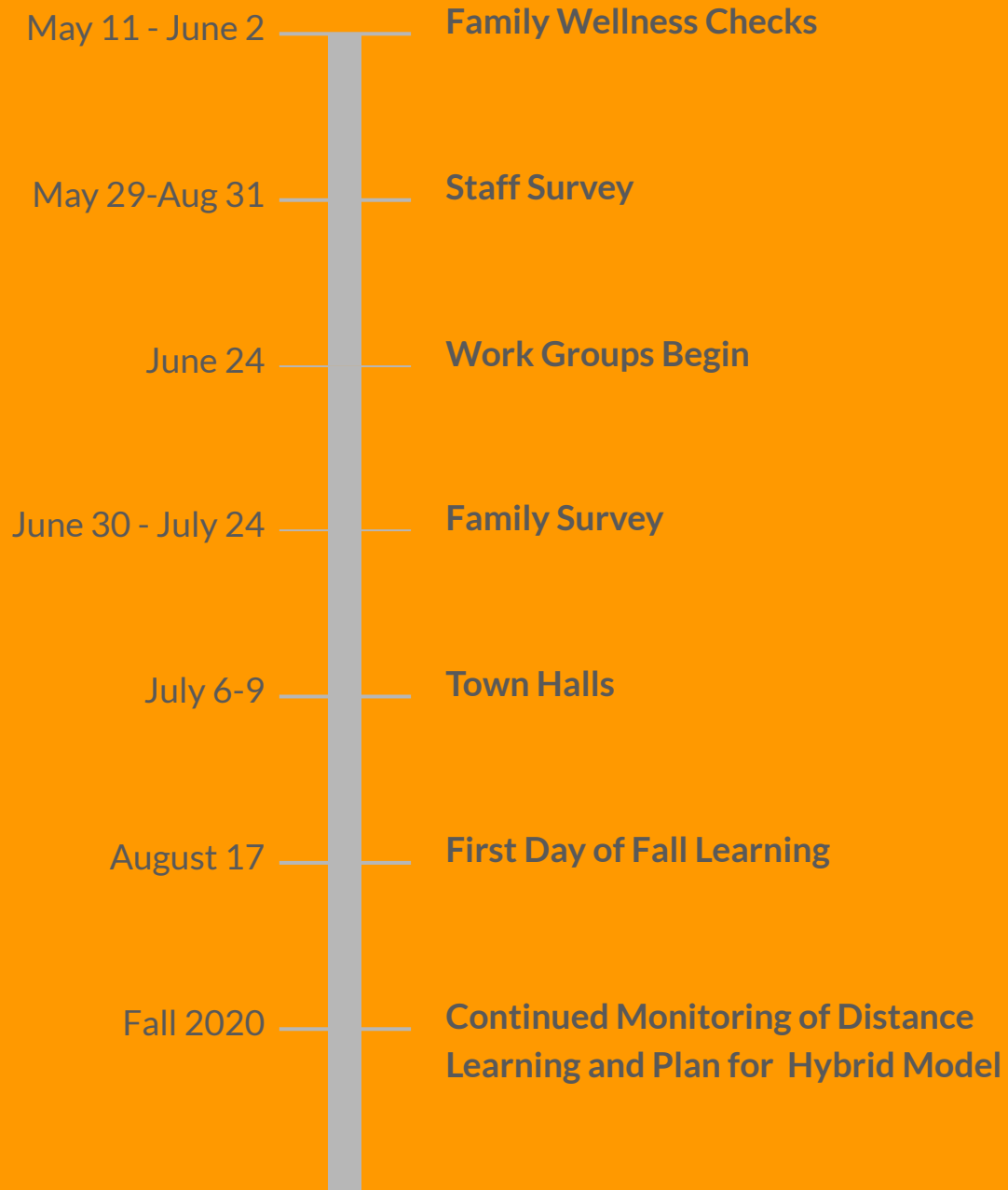
Operations & Logistics

SFUSD will continue to restrict and manage access to SFUSD buildings to limit potential COVID19 transmission. However, SFUSD sites will be used as distribution centers for grab and go meals, technology, and curriculum materials over the course of 2020-2021. As we plan for a gradual return, we will need to maximize opportunities for in person learning, community partnership, and staff support. SFUSD may flex the relationship between school organization and physical school site. Activities that typically occur at one school or one administrative site may be distributed across several SFUSD school sites and we will explore the use of outdoor spaces.

Although the timing, pace and scale of safely welcoming students and staff back to physical campuses for in-person learning are uncertain, it is clear that significant additional costs will be required this year in any scenario, especially those which involve in-person learning.

National studies indicate public schools will need between \$490 and \$2,300 more per student to physically reopen schools. These estimates would represent \$27 million to \$126 million for SFUSD, before considering the considerably higher costs in San Francisco and the Bay Area.

2020-21 Timeline



Guiding Resources

The guidance from State and Local agencies collectively outline key factors to take into consideration for developing our Fall Learning Plan. The CDC, CDPH and SFDPH guidance focus on the health and safety practices that need to be put in place to prevent transmission of COVID 19. The CDE guidance focus on the teaching and learning practices that need to be put in place to provide high quality distance learning strategies for each and every SFUSD student. Senate Bill 98 outline legislative mandates for SFUSD to include in its Fall Learning Plan as well as frame negotiations with our labor partners. The California Interscholastic Sports Federation has announced that education related sports will most likely commence in Dec 2020 or Jan 2021.

[Centers for Disease Control and Prevention \(CDC\)](#)

The CDC guidance focused on schools assessing their ability to ensure health and safety as part of the decision tree for determining whether in person learning can happen

[CA Department of Public Health \(CDPH\)](#)

The CDPH guidelines focus on health and safety measures that should be included in any school reopening plan including 1 promoting healthy hygiene practices; 2) intensify cleaning, disinfecting & ventilation; 3) implementing distancing inside and outside the classroom; 4) ensure teacher and staff safety 5) limiting sharing; 6) training all staff and educating families; 7) checking for signs and symptoms; 8) developing a plan for when a staff member, child or visitor becomes sick; 9) a plan to maintain healthy operations; 10) consideration for partial or full school closure.

[SF Department of Public Health Guidance \(SFDPH\)](#)

The SFDPH guidelines follow the CDC and CDPH guidelines and draw on recommendation in the American Academy of Pediatrics “COVID-19 Planning Considerations: Guidance for School Re-entry”. The purpose of the SFDPH guidelines is to provide guidance on health and safety practices needed to safely resume in-person, onsite instruction at TK-12 schools, after the San Francisco Health Officer allows schools to reopen.

[CA Department of Education \(CDE\)](#)

The CDE guidelines expand on the CDC and CDPH guidelines to also discuss specific considerations for teaching and learning including: scheduling models, planning & assessment, extra curricular activities, technology, attendance, meals transportation,, expanded learning and CBO partnerships. The guidance includes an intentional focus on health and wellness including community building, socio-emotional classroom practices, and community and family partnerships as well as focal student populations including students with special needs and English Language learners.

[Senate Bill 98 \(SB-98\)](#)

SB-98 defines distance learning” as interaction, instruction and check ins between teachers and students through the use of a computer or communications technology -and includes video, audio and the use of print materials. In addition the legislation provides guidance on requirements for instructional minutes and instructional days for students in different grade levels and identifies the circumstances in which distance learning can be offered as well as participation requirements. The legislation is clear that an LEA “shall offer in person instruction to the greatest extent possible.” For SFUSD health and safety for our students, families and staff is the key driver to our calculation of the “greatest extent possible”

Key Factors

Senate Bill 98 (SB-98)

The State legislation identifies parameters that we will need to ensure for the 2020-21 school year. While there is a clear preference for in-person learning, it recognizes that the current health crisis may not make this a feasible option. Distance learning is an option under two conditions:

- “On a local educational agency or schoolwide level **as a result of an order or guidance** from a state public health officer or a local public health officer.”
- For students who are: (1) “medically fragile”; or (2) “would be put at risk”; or (3) self-quarantining.

Further, the legislation outlines a clear expectation for daily live interaction between students and their teachers and further defines distance learning. There are critical components we will need to address in our distance learning plan.

Instructional Minutes

Daily Instructional Minutes for each grade span are defined as follows:

- 180 instructional minutes in kindergarten.
- 230 instructional minutes in grades 1 to 3, inclusive.
- 240 instructional minutes in grades 4 to 12, inclusive.
- 180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.
- 180 instructional minutes for any pupil who is also a special part-time student enrolled in a community college. and who will receive academic credit upon satisfactory completion of enrolled courses.
- 180 instructional minutes for pupils enrolled in a continuation high school.

Distance Learning

- Distance learning shall include all of the following:
 - (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
 - (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- 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.
- Special education, related services, and any other services required by a pupil’s individualized education program.
- Designated and integrated instruction in English language development including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

Key Factors

SB-98 - Distance Learning, continued

- 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. 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.
- Each local educational agency shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

California Department of Public Health [Directive](#)

The CDPH released a mandatory [directive](#) on July 17, 2020 stating that “schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the [county monitoring list](#) within the prior 14 days. If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.




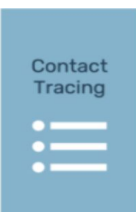

A county is placed on the county monitoring list if data indicates an increase in disease transmission as measured by the increase in new cases over a 7-day period, the percentage of positive tests over a 14 day period, an increase in the number of hospitalizations over a 3-day, and hospital capacity.

Directive on school closure

- Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer.
- Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.
- The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.
- Schools may typically reopen after 14 days and the following have occurred: Cleaning and disinfection Public health investigation Consultation with the local public health department
- A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- Districts may typically reopen after 14 days, in consultation with the local public health department. and the following have occurred:
 - Cleaning and disinfection
 - Public health investigation

San Francisco Context

The purpose of the SFPD guidelines is to provide guidance on health and safety practices needed to safely resume in-person, onsite instruction at TK-12 schools, after the San Francisco Health Officer allows schools to reopen. The City uses a set of [key Indicators to inform the safer & gradual re-opening of San Francisco](#). The indicators are not an on/off switch for the reopening of the City. Public health experts will use indicators to consider various policy changes and make recommendations during each stage of the City's reopening plan. The City's role is to make informed choices based on data, science and evidence in partnership with public health experts, businesses, and the community.

Key Indicator	Goal	Current data at time of report - 7.23.20
 <p>Hospital System</p>	<p>Rate of Weekly Change in COVID Positive Hospitalizations - goal is less than 10%</p> <p>Acute care beds available - goal is to maintain at least 15% availability in acute care beds</p> <p>Intensive care beds available - goal is to maintain at least 20% availability in intensive care unit beds.</p>	<p>16% moderate alert</p> <p>23% meeting target</p> <p>27% meeting target</p>
 <p>Cases</p>	<p>Average New Cases per Day per 100,000 Residents - goal is 1.8/100K</p>	<p>10.4/100K high alert</p>
 <p>Testing</p>	<p>7-day Average Tests Collected per Day - goal is 1,800 per day</p>	<p>3,284 meeting target</p>
 <p>Contact Tracing</p>	<p>Percent of Cases Reached for Contact Tracing over the Prior Two Weeks - goal is to reach</p> <ul style="list-style-type: none"> 90% of people who test positive for COVID-19 90% of the of the contacts that newly infected patients are able to identify. 	<p>76% moderate alert</p> <p>82% low alert</p>
 <p>Personal Protective Equipment</p>	<p>Percentage of Essential PPE Categories with at least a 30-day supply</p>	<p>89% low alert</p>

Guiding Principles



Anti-Racist Education for EACH and EVERY

Providing the necessary opportunities to all by ensuring that each student has the right resources to reach their individual potential in relevant, accessible and thought provoking instruction.



Flexibility & Fluidity

Designing opportunities for learning as fluid to transfer seamlessly between brick & mortar and digital environments while prioritizing flexible instruction that presents content in authentic and meaningful ways.



Partnership

Consistent framework for collaboration across sites and grade spans, with a focus on deep partnership with families, CBOs and educators, mutually committed to accomplishing shared goals and actively problem solving.



Humanizing

Supporting families, students and staff wellness through healing practices that create partnership & build community to create a safe & supportive school culture & climate.



Health & Safety

The health and safety of our students, families, staff and teachers is paramount.



Responsive

Listening and responding to feedback, input and data. Timely and responsive communication to various stakeholder groups.



Consistency & Continuity

Aligning key elements of the work to ensure the student and family experiences are consistent across the city.

SFUSD Facts at a Glance



Student Populations*

We have seen in the guidance and heard from our stakeholders that COVID-19 has disproportionately impacted some racial and ethnic communities and other vulnerable student groups. Understanding this impact has been the center of our conversations as we focus our efforts on keeping students at the center of our work.

53,855

SFUSD Students

7%

African American

27%

LatinX

0.8%

Pacific Islander

12%

Students with IEPs

28%

English Learners

55%

Socioeconomically Disadvantaged

*Does not include charter or county schools. 2019 data.



Workforce Demographics

San Francisco Unified School District employs a diverse workforce across a range of roles and classifications. State and local guidance have acknowledged people over the age of 55 are more at risk for COVID-19. The health and safety of our workforce is a critical factor in our planning for how we program services for students in the coming year.

While there are many other factors that determine a person's level of risk for COVID-19, it is worth noting that a full 35% of our 9,944 employees are over the age of 50.

Age Distribution	
15-19	8%
20-24	5%
25-29	9%
30s	22%
40s	20%
50s	20%
60+	15%

Spring 2020 Data Review

Introduction

Since distance learning began in SFUSD on April 13, 2020, District staff have collected feedback and monitored various metrics across a diverse variety of topics - particularly around access, connection, and engagement during distance learning and the well-being of our staff and families. Analyzing these data in real time ensured that the District could meet the needs of students, families, and staff as much as possible during the Spring while also collecting evidence on how to improve distance learning in the future, in the event that a return to distance learning was necessary.

As outlined in more detail throughout the **Stakeholder Engagement** section, SFUSD surveyed staff and families, conducted district-wide Wellness Check-ins with families, and hosted Town Halls for staff, students, families, and community partners to solicit feedback on District plans. In addition, District staff analyzed data from online applications (such as Zoom and Google Classroom) to measure online engagement during distance learning. In this section, highlights of these analyses are presented as key findings to guide planning for Fall 2020-21.

Family Needs and Wellness

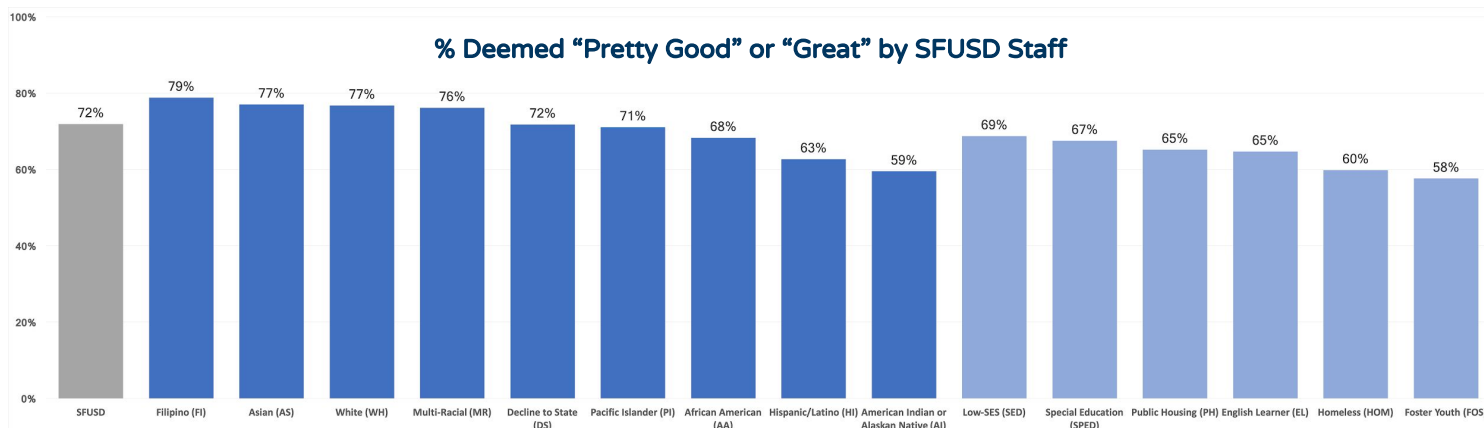
SFUSD's Family Wellness Check-ins were conducted by school site staff during May and June in response to the Board of Education Resolution No. 204-14A1. This work expanded on the efforts of school sites to provide trauma-informed, coordinated care outreach to SFUSD families during the COVID-19 pandemic. Specifically, the check-ins were intended to listen to and affirm the needs of our families; offer linkages to immediate resources; promote the family resource link; and identify families for further follow-up. SFUSD staff answered three questions about their check-ins with families, and also documented the need for a follow-up, if applicable. The three questions were:

1. How did the family seem to be doing?
2. Did the family share anything about what they need to support learning at home?
3. Did the family share anything about what we might be able to help with in terms of connecting to other resources?

Overall, 66% (35,870) of all students in grades PK-13 had a form submitted by nearly 2,000 SFUSD school site staff members. While response rates were similar across race/ethnicity and other student groups, they were higher in elementary grades compared to secondary grades.

The results of the first question ("How did the family seem to be doing?") showed that **nearly 3 out of 4 respondents overall were doing "pretty good" or "great"** – but about 1 in 4 were not, with disproportionalities present across racial/ethnic groups (Figure 1).

Figure 1. Family Wellness Check-ins: “How did the family seem to be doing?”



When asked about learning supports (the second question), 70% of families said they had what they needed to support learning – but 8% still needed access to a working device for learning (Figure 2). With regard to connecting to other resources (the third question), 81% of families said they had what they needed – but 9% requested resources related to food (Figure 3).

Figure 2. Needs to support learning at home

Figure 3. Connecting to other resources

While 70% of families said they had what they needed to support learning (N = 34,061)...

- 8% needed access to a working device;
- 6% reported Issues relating to student behavior;
- 6% needed support logging in and/or navigating virtual applications;
- 5% needed teachers available to answer questions;
- 5% needed paper packets;
- 5% reported slow or spotty wifi/Internet access;
- and 10% requested “Other” learning support.

While 81% of families said they had what they needed for other resources (N = 33,315)...

- 9% requested resources related to food;
- 6% requested resources related to financial support;
- 4% requested resources related to employment;
- 3% requested resources related to housing;
- and 7% requested “Other” resources.

Out of all the respondents, 6% (2,163) requested a follow-up, and <1% (243) were deemed “urgent” by SFUSD staff. While the number of requested follow-ups was low, more than half of all follow-ups were requested for Hispanic/Latino students and/or those eligible for Free/Reduced Lunch, and most Follow-ups were requested by families in Southeast San Francisco. The most common themes among the urgent follow-ups were “general financial assistance” (n = 115), “food” (n = 48), and “device for learning” (n = 34).

Taken together, the results of the Family Wellness Check-ins and feedback from stakeholders suggest the following:

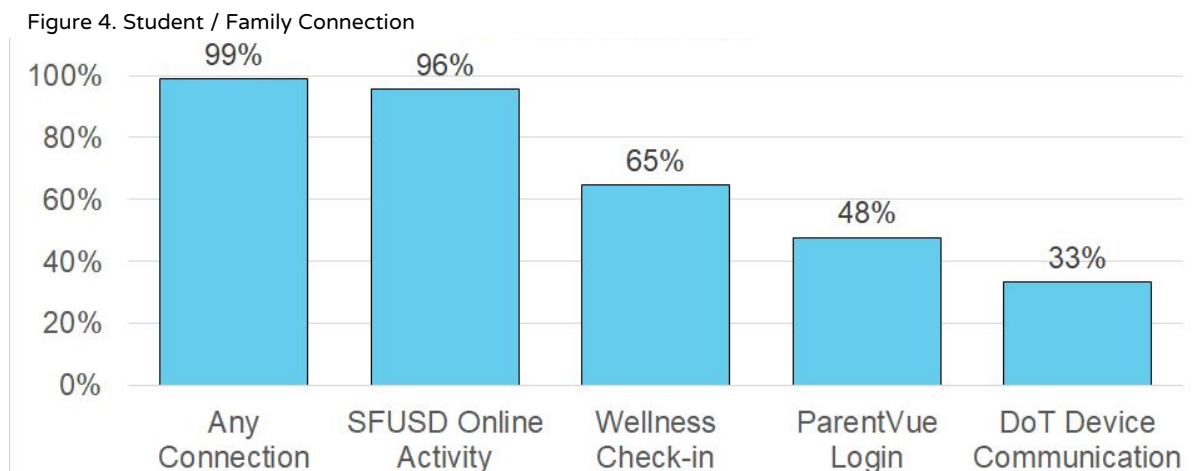
- There is a desire to expand tracking of follow-ups with families (after initial Check-ins).
- Checks-ins are valued as an opportunity to deepen relationships between families and SFUSD staff.
- SFUSD staff see a need for wraparound services among many SFUSD families and students.
- Many stakeholders recommend increased connections between students from school sites (e.g., speaking to students during a Wellness Check-in, not only their parents/guardians).
- SFUSD must strengthen relationships with community based partners and City partners to connect more resources to more families.

Student Access to Learning Opportunities

Immediately after schools closed in March 2020, the district distributed devices and hotspots to any student in Grades 3-13 who made a request and paper learning kits to all students in grades PK-2. **Of all the students who requested a Chromebook, 99.9% (or 13,495) students received one. Similarly, 98.9% (or 3,978) of the students who requested a Hotspot received one** (Department of Technology, June 2020). Paper learning kits were provided to all 11,811 PK-2 students and 1,799 paper learning kits were provided to students in grades 3-13 who requested them. Feedback from various stakeholders reveal that the district can do the following to further increase access and quality of distance learning in Fall 2020: **provide technology to PK-2, increase technology access for teachers and other support staff, and strengthen supports for families and staff to use the technology.**

Student/Family Connection

Almost all TK-13 students/ families (99%) made some kind of connection with SFUSD during distance learning, whether through a Wellness Check-in call, student online activity, a parent/guardian's login on ParentVue, and/or a device request (Figure 4). The district did not make a connection with less than 1% (or 510 students) Grade TK-13 students; these students tended to be in grades TK-2 or 9-12 and are disproportionately African American, Hispanic/Latinx, and/or are receiving Special Education services.

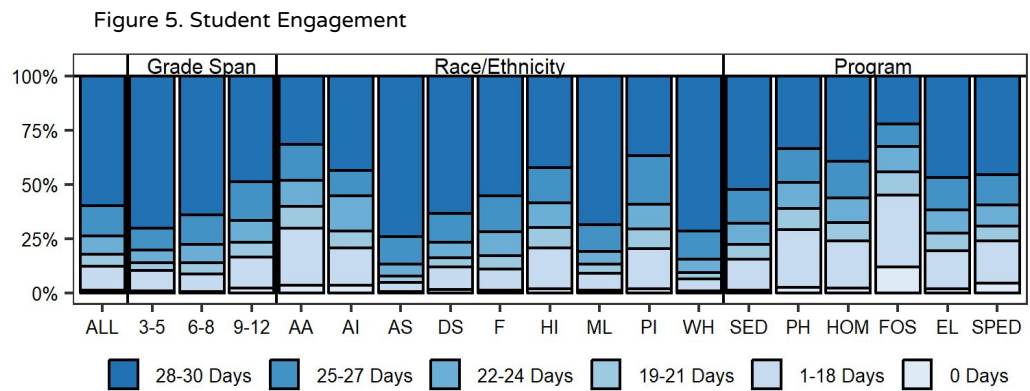


Both families and staff expressed the **importance of human connection** during distance learning. Principals and teachers stated that families appreciated human connection and recommended that district staff conduct **regular wellness checks** and communicate with families more frequently and in multiple ways (QTEA Survey, Spring 2020). A teacher reported, “Students and families loved **communication in all forms**. The students enjoyed Zoom sessions as an alternative but made it clear that they **deeply missed socializing** with peers in a classroom setting” (QTEA Survey, Spring 2020). Feedback from the Student Town Hall echo staff concerns about student isolation, with one student stating, “ I feel like school needs more kids interacting with kids not just teachers” (Student Town Hall, Spring 2020). Among the 24 parents who responded to the African American Parent Advisory Council Survey, 67% reported **social isolation** as one of their top three concerns. **The importance of human connection during distance learning also came out as a top theme during the Student Town Hall, reinforcing this need and echoing the voices of families and staff.**

Student Engagement in Distance Learning (Grades 3-13)

Student engagement was assessed by analyzing digital activity data from online platforms and applications over the 30-school day period of distance learning. Over the six weeks of distance learning in grades 3-13, **1.6% of students (621) did not engage in online activity (Figure 5)***. In addition, engagement with distance learning differed greatly across school sites.

- Elementary/Middle grades were more active online than secondary grades.
- African American, American Indian, Hispanic/Latinx, and Pacific Islander students showed relatively lower rates of online activity.
- Foster Youth, Students experiencing Homelessness, Students in Special Education, and English Learners also show lower rates of online activity.



*Student activity: % of Grade 3-13 Students by Days of Activity for the time period: 4/13-5/29. Daily Activity is defined as any login or activity through Clever, Google, Securly, or Zoom during a day.

This variation in engagement reveals the need for greater attention to resolving local inequities and barriers. The lack of consistency in distance learning may partly explain why **only 24% of families reported that they were “quite satisfied” or “extremely satisfied” with their experience** (Summer 2020 Distance Learning Family Survey). As one principal noted, “There are **inequities between grade levels** at my site – some students were having live classes for 2-3 hours while others had 40 minutes of live instruction” (C&I Focus Group). The relatively lower levels of engagement among teachers and students in grades 6-12 raise questions about possible structural barriers in class schedules, as well as pedagogical shifts that may better sustain engagement. Feedback from staff, students, and families reinforced the importance of greater consistency and training in providing online learning, as described further in the next section.

Staff Supports and Professional Development

The majority of teachers (2,138, or 60%) attended at least one online PD session hosted by Curriculum and Instruction, with the highest attendance at the technology-focused PD sessions. This successful rapid deployment and engagement in online professional development suggests that the district can continue to increase these offerings to meet ongoing demands for professional learning.

Across various platforms, staff report the need for **consistent guidelines on providing distance learning**. Families and staff have noticed inconsistencies in implementation of distance learning and want stricter guidance on the amount of synchronous and asynchronous learning (Joint Parent Advisory Report; QTEA Principal/Teacher Survey; C&I Focus Groups). Staff also mentioned that deciding among the **plethora of online resources** was overwhelming (C&I Focus Groups). Among the possible supports for facilitating distance learning, teachers selected “**curriculum or sample lesson plans**” as being the most useful (QTEA Teacher Survey).

District staff expressed the need for **differentiated professional development** to address staff’s varying comfort levels and skill with technology. While some teachers reported needing support with facilitating breakout rooms for **small-group instruction** in Zoom, other teachers wanted to know how to conduct **checks for understanding** and how to **build community** in a virtual learning environment (C&I Focus Groups).

The professional development needs of staff may also differ depending on role and the need for differentiated professional development was voiced by school leaders, as evidenced by the following statement from a principal: “Distance learning revealed the gap in skills with our staff. We need to be more intentional in expecting a certain level of competencies in technology with our staff” (Leaders’ Town Hall, May 2020). Since the needs of staff are varied, professional development should be differentiated to meet the various needs.

Safety

Staff and families want cleaning of facilities, physical distancing, and personal protective equipment, particularly for vulnerable folks, when reopening schools (UESF Teacher Survey, PTA Town Hall). Many families have also voiced concerns indicating that in-person learning may not be feasible for students who live with household members at higher health risk. In the Town Halls hosted for families, staff, and students, the themes that surfaced most often included (in order of frequency):

- Ensure safety of students and staff for in-person learning (e.g. PPE, cleaning)
- Provide online instruction only.
- Establish protocol for sick students/staff and exposure to COVID-19.

Staff reveal varied concerns about in-person safety. The effects of the pandemic present unique concerns for SFUSD employees as compared to students and families, even as many concerns are shared. SFUSD staff are more likely to live outside of San Francisco than families, potentially exposing them to different risk levels of exposure to COVID-19 and different public health guidelines. COVID-19 hospitalization and mortality rates are higher for those over the age of 55 than they are for younger patients. Finally, many staff rely on public transportation or other forms of transportation to commute – as many students do – potentially exposing them to environments where proper social distancing is difficult or impossible. Commuting options in San Francisco are also uncertain in the months ahead, as public transportation is currently projected to operate at 30% of normal capacity by the end of August. To consider the complex effects of the pandemic on SFUSD employees, we reviewed data about how many employees are considered high-risk due to age, where our employees live, and how our employees normally get to work.

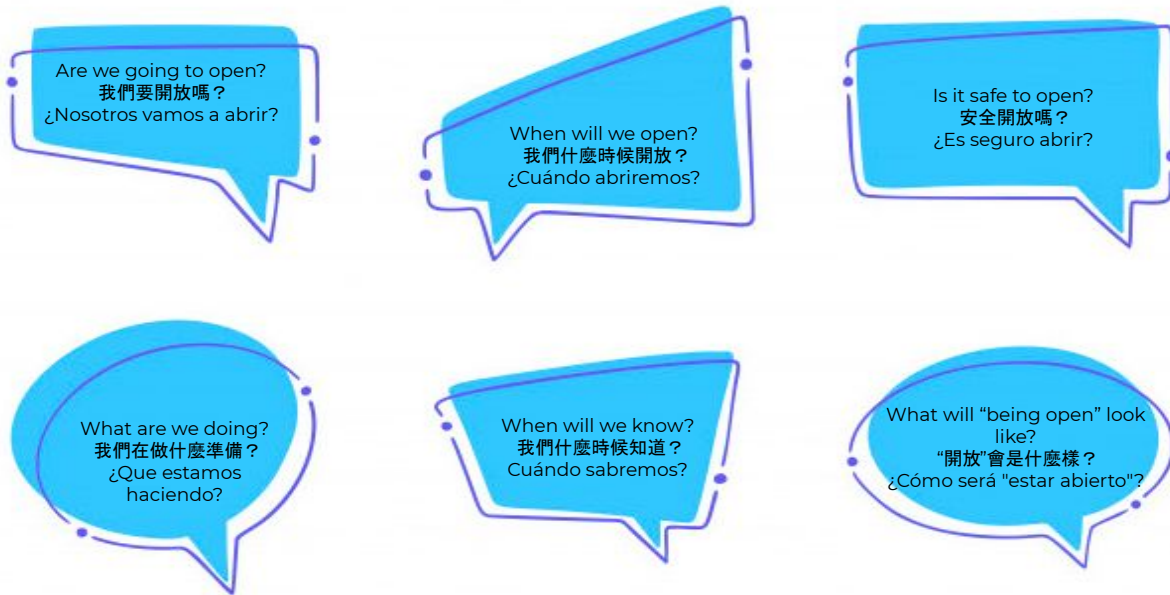
Significant percentages of SFUSD staff are aged 55 years or older (Figure 6). Among these classifications of SFUSD staff more likely to be “frontline” workers (working at school sites), the data show **particularly high proportions among substitutes, student nutrition workers, and custodians (SFUSD Human Resources data, Spring 2020).**

Figure 6. Percent of SFUSD Staff Aged 55 Years or Older by Classification

Classification	Count	Percent of Total
UESF Certificated	771	19%
UESF Classified	509	32%
Substitutes	477	46%
Student Nutrition Workers	110	55%
Custodians	62	50%
Local 21	23	29%

A recent analysis revealed that 85% of SFUSD employees live in either San Francisco (74%) or San Mateo (11%). To get to work, **19% of teachers commuted via public transportation, 9% rely on a carpool/vanpool, and 5% use a rideshare service such as Lyft or Uber (QTEA Teacher Survey, Spring 2019).** Surveys administered in 2018 suggest that a similar percentage of paraeducators and a **much higher percentage of substitutes rely on these higher-risk commuting options.**

Stakeholder Engagement



Input from all our stakeholders is a valued and essential component of our Fall Learning Plan. Opening the 2020-21 school year will take ongoing coordination and collaboration across all schools, departments and stakeholders. As we turned our attention to the coming school year, it was critical to provide multiple ways to hear from our students, staff, families and community partners to understand their experiences and identify what worked during our shift to distance learning, what needed to be improved and what areas needed to be considered as we think about when, and how, to reopen schools.

SFUSD gathered input from stakeholders in a variety of ways:

- Work Groups
- Town Halls for staff, students, families and community partners
- Surveys

Work Groups

Three work groups were convened consisting of representatives from SFUSD staff, labor, parent, student and community based organizations. Work groups discussed issues surrounding logistics, teaching and learning and personnel.



Themes from Student Town Halls

What are some things that can make your distance learning experience better?

More student to student interaction

More teacher interaction

More structure and standards for all types of classes

Making distance learning more structured

More personal connection between students and teachers

Town Halls

Seven town halls were hosted by SFUSD in the first week of July. Agendas for the meetings, with particular focus on the opportunities for participants to respond to questions, were designed with input from a planning team comprised of SFUSD staff as well as parent and student serving advisory committees and community based organizations.

SFUSD selected to use a new technology platform called ThoughtExchange because any number of people could actively participate without advance sign up. With many other platforms there is a limit to the number of people who can participate and people need to download the application on their device. ThoughtExchange doesn't need to be downloaded, those with old computers or only smartphones and no internet could still access and participate in the meetings. Lastly, input can be seen by others immediately and is easy to analyze for the planning process.

Information about the Town Halls can be found on our district website: [Fall Learning Town Halls](#)

Surveys

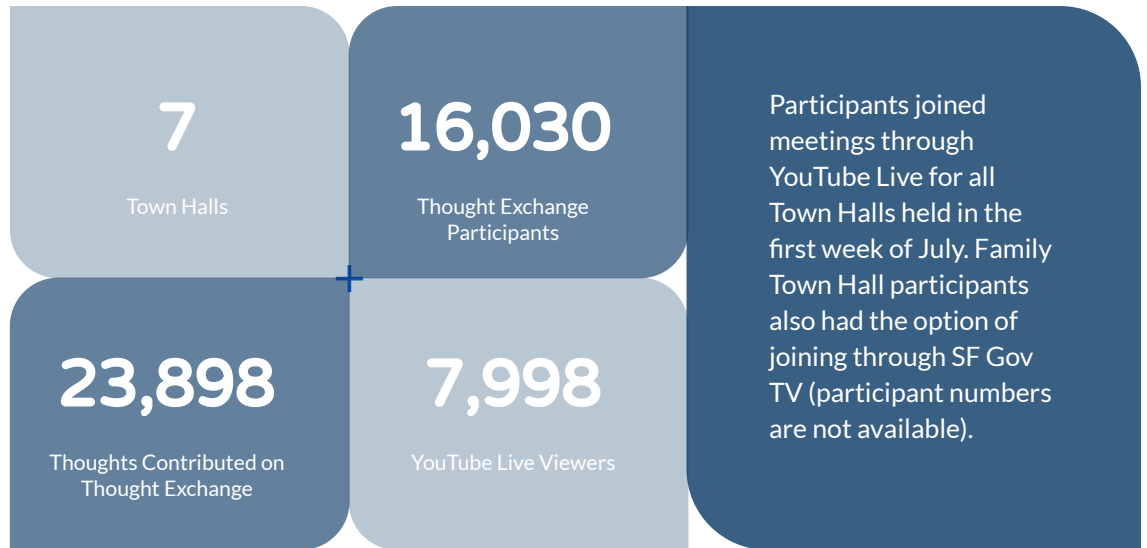
Two online surveys related to COVID-19 were conducted between May and July. In May all SFUSD staff were invited via email to respond to a survey regarding overall wellness during COVID-19 and reflections on the district's response. The survey was part of a shared research project between SFUSD and Professor Susanna Loeb, Director of the Annenberg Institute at Brown University.

In the first week of July SFUSD sent a family survey in 7 languages. Families were notified of the survey through multilingual emails, texts and phone calls and the survey was promoted on the district's home page and through weekly family digest emails. Calls were made to the greatest extent possible to Spanish speaking families and families of African American students to provide staff support in filling out the survey for those who requested it.

Other Ways of Listening

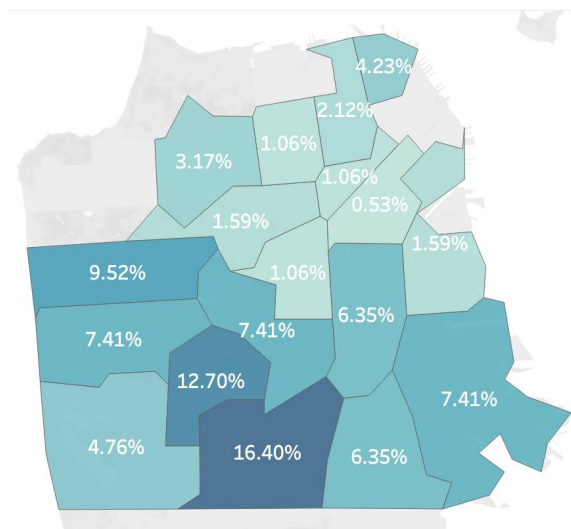
Throughout the spring and summer, SFUSD listened to the experiences of stakeholders by holding user-centered design sprints and hosting focus groups to hear from students, parents, site leaders teachers and CBO partners. In addition, community partners and labor representatives shared feedback they gathered with district leaders.

Town Hall Participation

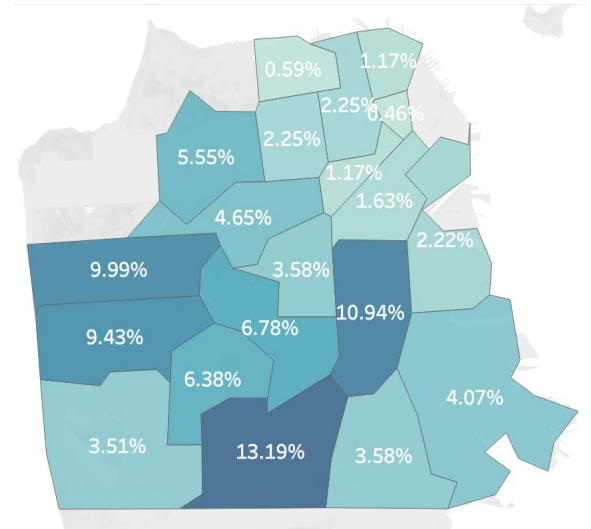


Zip Codes of Student and English Language Family Town Hall Participants*

Students (n = 189)

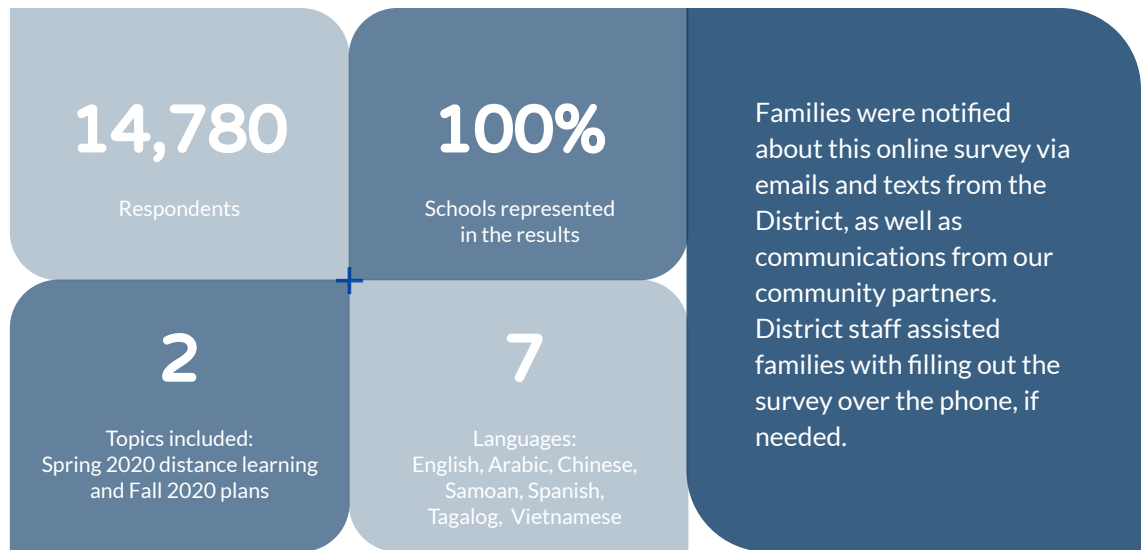


Families (n = 3,244)



*Zip code data for other Town Halls available online

SFUSD Family Survey



Questions (selection)	Preliminary Results (as of July 23, 2020)
How satisfied were you with your child's overall distance learning experience?	<u>24%</u> were "quite satisfied" or "extremely satisfied"
How often did you feel your child was motivated to do schoolwork?	<u>34%</u> answered "frequently" or "almost all the time"
On average, how many hours per day did your child spend on schoolwork?	<u>11%</u> answered "more than 4 hours" and <u>16%</u> answered "3-4 hours" (the rest selected fewer than 3 hours, except for <u>2%</u> who answered "don't know")
How did you feel about the amount of schoolwork your child received?	<u>54%</u> answered "about right given the circumstances", <u>31%</u> felt it was "not enough", <u>9%</u> felt it was "too much", and <u>6%</u> answered "don't know / no opinion"
How would you describe your family's access to the Internet?	<u>86%</u> have access that is "good enough to support distance learning most or all of the time"
Which of the following was true about your child's access to a device (laptop, Chromebook, tablet) for learning?	<u>90%</u> of all respondents answered that they have a device that "always" or "usually" works
How confident did your child feel using a device (laptop, Chromebook, tablet) for learning?	<u>70%</u> of all respondents said their children were "extremely" or "quite" confident
How would you rate the value of ... print-based learning packets?	Excluding a large number of respondents who selected "Don't know / Did not use", <u>48%</u> described the value as "good" or "excellent"
How much do you think your child learned compared to regular school?	<u>20%</u> of all respondents felt their children learned "about the same" or more

Fall Learning 2020

After reviewing the best available evidence-based sources of guidance from health officials, and gathering input from staff, students, and families, the Superintendent is recommending that our fall semester begin with distance learning.

We will transition to a hybrid model, considering limited in-person schooling for small groups of priority students at a limited number of physical locations as soon as health guidance and data suggest it is safe to do so.

The primary focus of this plan is on distance learning for Fall 2020. As we plan for distance learning and eventual return to school, we are focusing our efforts in key areas:

Teaching & Learning

Safety Protocols

Coordinated Care Plan for Wellness & Partnerships

Communication

Personnel

Operations & Logistics

Phases for School Year 20-21

Phase 1
Beginning
August 17

Distance Learning for All
Schools open for remote learning online and with print-based options

Phase 2

Hybrid Model
Gradual phased in approach to returning students to physical space, considering limited in-person schooling for small groups of priority students at a limited number of physical school locations

Phase 3

Full Return
Full return to physical space once public health guidance and data suggest it is safe to do so

Teaching & Learning



SFUSD remains committed to our mission. We know that schools are places for interaction and connection and those are critical levers for learning to happen. And, current circumstances will require us to think differently about how we engage remotely during distance learning. Our approach is to ensure that each and every student is seen as an individual, has the instructional materials they need to make academic progress and the support they need to feel emotionally secure.

As we focus our attention on distance learning for the start of the school year, we know that while there are things that worked, there are also improvements to be made to provide meaningful learning experiences for all our students. We also know factors of difference affect families' and students' ability to access and engage in this form of learning. We are committed to universal access as we provide instruction during the school district closure. We apply a continuous improvement framework to identify what we need to improve and be clear on the changes we are making and how we will measure those shift.

We heard clearly from students, staff and families, that connection, clarity and consistency are areas that need to be addressed in Distance Learning. And, to achieve those things we need to address how we are supporting educators through professional development, resources and support, and families through clearer and regular communication as well as resources to student learning. Effective collaboration with our stakeholders is critical to our success.

We also recognize that this way of "doing school" is new and requires us to focus on consistent approaches to ensure that we are making improvements in key areas.

Anti-Racist Practices



Advocating against racist policies, practices, and beliefs in all aspects of how we teach, partner, manage, and lead. Implementing approaches that are humanizing and responsive.

The SFUSD Graduate Profile



Cultivating agency, honoring identity and building proficiency toward rigorous outcomes to achieve the Graduate Profile

Wellness and Authentic Partnership



Approaching instruction, relationships with families, and school leadership through the lens of partnership.

Consistent Structures for Support



A concrete set of structures and routines aligned across SFUSD will build momentum towards our distance learning goals.

Phase 1 - Distance Learning for All

SFUSD Definition of Distance Learning

Students engage in learning and make academic progress when they are not physically present in schools. This is accomplished using a variety of digital and print resources, and differentiated modes of interaction with educators (and peers, when possible). How educators engage students in distance learning is informed by the student's access to technology, reliable wifi, language proficiency and specific learning needs. Teaching and learning during distance learning will continue to be standards aligned, differentiated and culturally/linguistically responsive.

Digital Distance Approach

- Educators engage students digitally when we have confirmation that a student has a device/ internet access at home.
- With this confirmation, the educators interact with the student using digital resources (Google Classroom, Seesaw, Zoom, etc.)
- Students submit work electronically or as directed by their teachers.

Non- Digital Distance Approach

- If a student does not have a device or internet access, educators engage that student in print-based learning (text books, work packets, etc.)
- Primary students engage in non-digital learning as appropriate
- Educators make group or individual calls (typically phone calls) to students to teach and check in on work.
- Students submit work at designated checkpoints or at the end of the closure as directed by their teachers.

Educators can engage with students through “live” interactions and learning may occur outside of direct interaction with the teacher. This is the difference between synchronous and asynchronous learning.

Synchronous Instruction

Synchronous instruction refers to a learning event in which a student or group of students is engaging in learning with the teacher in a live interaction

Asynchronous Instruction

Asynchronous instruction occurs when the teacher and student interact in different places and during different times. This can also include pre-recorded lessons, or videos.

“An obstacle in distance learning is inconsistency with expectations and implementation of synchronous instruction.”
-SFUSD parent

Connection

Connection, relationship and trust is necessary for learning to happen. SFUSD distance learning prioritizes connection through daily live interaction between students and their educators. As students and staff return in the Fall, we are mindful to double down on our efforts to establish relationships across difference and distance. Instruction will include a strategic combination of educational, enrichment, and social-emotional and wellness activities. Examples of instruction in a remote form include, but are not limited to, direct instruction, mini lessons, independent skills practice, enrichment classes, instruction of new content, review of prior content, and independent and collaborative projects.

We know students learn best with face-to-face instruction and we will seek to maximize synchronous instruction for active learning and interactive class engagement, while at the same time being mindful that screen time should be broken up by non-screen dependent activities.

We also heard from students in particular the need for more ways for them to connect with each other. We will be working with our school teams and student leaders to identify ways to create these virtual spaces and opportunities.

We know that family partnership is a key ingredient to educational equity and student success. Our current situation has highlighted more than ever the importance of partnerships between home and schools, as well as the need to honor the essential role families play in their children’s education and long-term success. Equally important is the partnership among staff at a given site.

Communication

Communication has to be multi-directional and inclusive of all stakeholders. Clear systems of communication that attend to multiple purposes including sharing information, giving and getting feedback and connecting are essential. Language will not be a barrier; translation and interpretation is available through our Translation & Interpretation Service (TIU) if school-based staff is not available to connect with families in their home language.

Regularly scheduled “office hours” for students and families to connect with educators, and for school staff teams to connect with one another, is a helpful practice and provides opportunities to connect on a more individual basis. Sites will post and communicate information like schedules, how students and families can make contact with their teachers and other school staff, and optimize opportunities for virtual engagement and community building.

For a more detailed plan of how we will partner and communicate with families, see the **Coordinated Care Plan for Wellness & Authentic Partnership** and **Communication** sections in this document.

Consistency

Structures and routines build predictability. Maintaining consistent class (and home) schedules and routines enables students to predict what will happen next. That predictability helps students feel secure and connected, which allows for higher participation and engagement.

Part of consistency also involves setting clear expectations for the roles of students, educators and families in distance learning, alignment of synchronous instruction across grade level and department teams and opportunities for timely and regular feedback loops.

Support for Special Student Populations

Students with IEPs

The move from in-person instruction to distance learning has caused disruption in the delivery of all education for both special education students and their non-disabled peers. Special education students require specialized academic instruction and related services in order to access and thrive educationally. We know that we have to be intentional in our support for students with IEPs to support their needs in distance learning.

SB-98 amended CA Education Code § 56345(a)(9)(A)-(C) to require a description of the means by which the IEP will be provided under "emergency conditions" "in which instruction or services, or both, cannot be provided at the school or in person for more than 10 school days." This description must include: (i) Special education and related services; (ii) Supplementary aids and services; (iii) Transition services; and (iv) Extended school year services. This "Emergency Learning Plan" must be developed at initial IEPs or at the next regularly scheduled revision of the IEP. As this provision became effective on June 29, 2020, and as SFUSD is entering the 2020-21 school year under emergency conditions, The Special Education Department will support Case Managers in drafting a Prior Written Notice with a **proposed** Emergency Learning Plan pursuant to SB-98 for parents to review. This Emergency Learning Plan will replace the *Distance Learning Plans* created in the Spring of 2020. The PWN must provide Parents an opportunity to provide meaningful input by offering to discuss the proposed Emergency Learning Plan and agree on written revisions, or to hold an Amendment IEP meeting.

Additionally, Case Managers will continue to schedule annual IEPs. Special Education Supervisors and Content Specialists will offer a collaborative structure and framework to support teachers and families in the development, execution and the accessing of distance learning.

English Learners

From our Spring data review we know that we need to focus efforts to support our English Learners in distance learning. They need to receive both regular Designated and daily Integrated ELD to support their language development needs.

[Considerations for Supporting English learners with Distance Learning](#) outlines six considerations for educators planning to support English language learners during distance learning. General education teachers should incorporate universal design into distance learning and planning for accommodations and modifications for students with special needs. School site schedules for distance learning should include a plan for co-teaching synchronous lessons, providing small group or individual support, and designated ELD.

Serving Foster Youth, Homeless, Sheltered & Recently Detained Youth

We know particular attention needs to be made to connect with our foster, homeless, sheltered and recently detained youth. These students and families in crisis have no choice but to manage other big transitions during our collective transition and we work to ensure support is in place to onboard them smoothly, build connections to the school community, and check regularly to address barriers as they arise.

"An anti-racist pedagogy requires that we find success in our own teaching and our work in the success of our black students, of our students with IEP's, of our newcomer students, of our multilingual students- so how do we really keep that central to know what's working and how we need to shift"

-Teacher, Mission High

All Foster, Homeless, and Justice Involved Youth have the right to

- Immediate enrollment in school with or without proof of residency and academic records.
- Partial and transfer credit per [SFUSD AR 6146.11](#) For high school students, this may include credit for work done during the period of closure.

Homeless Youth - Students and families who are housing unstable may become even more so during this time. This includes families living on the streets, in a car, in motels/SROs, couch surfing, and doubled up. Homeless students typically retain the right to remain enrolled in their school of origin even if they are no longer staying in the immediate area.

Foster Youth - Students who experience a change of foster placement typically retain the right to remain enrolled in their home school or chose to enroll at a school near their new home. Foster parents won't always have access to ParentVue, and will need support getting set up to support students remote learning. Every school has a foster youth liaison who can provide additional support.

Shelter Youth - Students placed by Probation and living in the Boy and Girls Shelters are enrolled at a variety of high schools. SFUSD has worked with the shelter staff to provide an emergency educational program to all youth in the shelter during the period of closure. While all youth in shelter maintain their rights to placement at any district school, in some cases it may make more sense for students in the shelter to be enrolled in a county program for the duration of distance learning, since the shelters are effectively acting as residential schools.

Detained Youth - Students detained at Juvenile Hall will be receiving distance learning instruction during detention from the Woodside Learning Center staff. Generally, students will return to their prior school placement after release from detention. In some cases students leaving detention who do not have a strong connection to another school may continue with distance learning from Woodside Learning Center staff.

Attendance

SB-98 section 43504 requires us to document daily participation for each student, each school day for distance learning. It further defines daily participation to include, although not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and students or their families.

For SFUSD, attendance will be taken daily by educators in Synergy, our district student information system, with a “Distance Learning” participation code.

To be considered “present” and not be marked absent during distance learning, students must meet one or more of the following daily learning requirements:

- Participation in daily live interaction activities such as Zoom/Meet meetings or small group instructional
- Participation in the the district-designated learning management platform (Seesaw for grades K-2 or Google Classroom for grades 3-12) and complete independent work or work assignments.
- 1:1 interaction with educators via virtual or telephonic platforms
- Evidence of completion and submission of assignments via the district-designated platforms. When unable to submit assignments via district-designated platforms, students can submit assignments via emails, photos, phone conferences, or other forms of documentation.

Grading and Assessing Learning

SFUSD will leverage a broad range of assessments to provide educators with valuable information that can be used to build relationships with and support students on their learning journey throughout the school year. Formal and informal assessments in English Language Arts, Math, and Social-Emotional Well-Being will be utilized to identify gaps that students may have developed due to prolonged school closure, regularly gauge student understanding/progress, and inform instruction and intervention strategies. There will continue to be ongoing, regular teacher feedback on student work to monitor and advance learning.

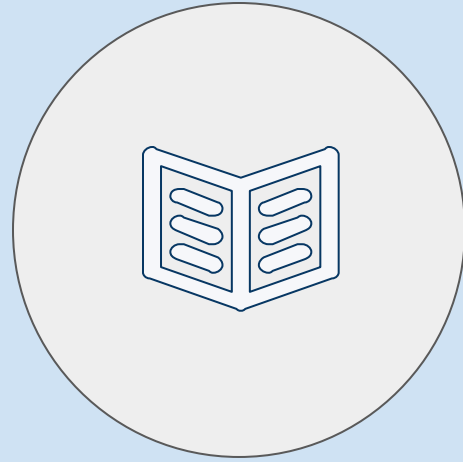
Educators regularly monitor student progress, reflect on distance instructional practices used in achieving intended outcomes, and use data to inform instruction and intervention. Written and/or oral feedback on student work is consistently provided to monitor and advance learning. Students are expected to complete assigned learning activities each day, showing proof of participation in daily virtual instruction by satisfactorily engaging with assigned learning activities and completing assignments.

Timely and regular feedback will be provided to students as well as families, who are critical partners in distance learning. Teachers will use existing district systems to measure academic progress, track student data and assign grades.



Digital Learning

Technology can be leveraged for personalized learning experiences, providing student-centered learning opportunities that are scaffolded, student-paced, adaptive, engaging, and flexible so that all students meet rigorous academic standards and effectively communicate, collaborate, create, and think critically as global citizens in preparation for college and career. Through technology-enabled learning, students can have agency, choice, and voice in their learning pathway.



Non-Digital Learning

Non-digital learning serves students uniquely in the teaching and learning environment where a high and deep level of engagement occurs between the students and content through resources to include texts, journals, trade books, leveled texts and other physical materials. As students experience learning through non-digital content, there are multiple and recurring opportunities to revisit content in various ways and connect the learning to themselves, their community and the world.

Digital Learning

SFUSD remains committed to assisting all students in need of technology and will continue to work diligently to ensure all students remain engaged as we begin distance learning in August. Spring device and internet connectivity distribution focused on students in grades 3-12. We are committed to increasing access to include students in grades PK-2.

Digital learning in SFUSD takes place online through a learning management system. A Learning Management System (LMS) is an application used as an online learning classroom or hub. It is where teachers can post and receive assignments, provide ongoing feedback to students, and communicate learning back to families. Seesaw is SFUSD's official LMS for grades PK-2, while Google Classroom is our LMS for grades 3-12.

Virtual interactions with students require a strong understanding of digital agency and thoughtful consideration of how to best meet students' learning needs. The [Guide to Virtual Meetings with Students](#) contains digital agency, norms for online learning resources, as well as information on selecting the best tool for virtual meetings with students.

In addition to accessing learning through management systems like Seesaw, Google, and Zoom, the [SFUSD Digital Backpack](#) is a collection of district-approved tools that have been vetted for safety and privacy. Backpacks are personalized for each student based on their school and grade. Everything is accessed from clever.sfusd.edu using a district-provided Google email account - students need only to click the "Log in with Google" button using the student's SFUSD Google ID and password (or K-2 students can use scannable badges to log in). SFUSD Google accounts and badges are accessible through SFUSD's Family Portal, ParentVue, and Student Portal, StudentVue.

Non-Digital Learning

Recognizing digital learning alone will not serve the needs of particular students, we are planning for print-based materials for students and families, to support our youngest learners and most vulnerable students. Materials will include ELA and Math workbooks aligned to the Common Core State Standards with some introductory conceptual exposures to science and social studies. Any student who does not have digital access will be provided paper based materials, such as leveled texts and trade books, or a textbook as appropriate. Print-based materials will be available in English and Spanish (as appropriate for students whose identified home language is Spanish, participating in a Spanish Language Pathway program and/or receiving ELD services).

Print based materials and learning kits for PreK students and students with disabilities will be based on learning foundations and be developmentally appropriate. Learning kits will be available and can include the following depending on age: pencils, crayons, markers, journals, rulers, glue sticks, construction paper, scissors and index cards.

Additionally, SFUSD will continue its partnership with KTVU to bring SF Loves Learning, a one-hour television show that provides access to academic and social emotional learning opportunities from SFUSD and partners for San Francisco's youngest students who have disproportionately less access to technology than older students. The content is created by SFUSD educators and special guests.

Materials Distribution: Student Technology & Instructional Materials

Distribution of student technology and instructional materials at the beginning of the school year is foundational to provide students with access to the resources they will need to successfully engage in distance learning. This year, the distribution of needed technology and instructional materials provides an access point for connection, a way for school staff to check in with families and welcome them “back to school.”

We will support teachers and staff in connecting with students, help clarify expectations and set the stage for distance learning. SFUSD will provide schools with the resources, protocols, and tools to assess and meet the needs of students for technology (device and internet connectivity) and instructional materials. Schools will use consistent systems and protocols to track and manage access to technology and instructional materials to help ensure that students have access to the resources they need to engage in distance learning. The Department of Technology (DoT) and the Curriculum & Instruction department (C&I) will partner with sites in this effort.

Technology access for PK-2 is now part of the district’s Distance Learning Plan. Preparation is underway to develop supports to onboard teachers and families to digital distance learning in the lower grades. The DoT will provide schools with devices and Internet hotspots to distribute to families who need them for all grade levels, PK-12.

Resources for Families

As we open the school year in distance learning we have a host of resources to support families.

Our main [Resources for Families](#) page includes a number of resources including:

- How to sign up to receive school notification messages via text, phone or email
- Family Wellness and Social Emotional Learning resources
- Links for other City resources
- Free text messaging service for TK through 2nd grade that sends learning tips to use with children
- Links to SF Loves Learning, the one-hour M-F television program created by SFUSD in partnership with KTVU especially for PreK-2nd grade students

The [Technology Resources for Families page](#) has Family Frequently Asked Questions (FAQs), a Youtube playlist of family technology tutorials in multiple languages, information on accessing students’ Google login, and support for tools such as Zoom, Google Classroom, and more. Information on technology distribution will be available on the Technology Resources for Families page by early August.

Information on these website pages will be updated with additional information as it becomes available.

Professional Development for Staff

We continue to develop resources and supports to ensure that distance learning is more robust and successful for each and every student and that our educators are prepared to engage with students in this way. We have heard clearly from our students and families, that consistent connection and engagement is critical to engaging our learners and supporting families. Over the Spring, SFUSD offered professional learning opportunities in a variety of modes that support personalized learning pathways for adults. We have built these out further for the Fall, with much input and support educators, which includes teachers, paraeducators, site leaders and other school staff members.

In order to support teachers in setting each and every student up to achieve the Graduate Profile, adults in the district will continue to need varied, timely, and personalized professional learning that can no longer be met through in person training alone.

SFUSD will satisfy this need through a sustainable and systematized online/blended professional learning environment that not only incorporates best practices in online learning but also advances adult learning, provides leadership opportunities, and models structures for future use with students. Educators will choose from a variety of professional learning offerings across the categories below to personalize their learning and development.

Our Professional Learning Opportunities allow educators to deepen their knowledge in these areas by learning the recommended practices to improve distance learning both from research, from one another and with an equity mindset.

Resources for Teaching and Learning	Professional Learning for Educators Recordings of Past Webinars	Guidance Documents**	Structures for Support
A complete list of district-approved applications organized by instructional purpose with associated resources and support.	Summer Professional Development on mindset & identity, anti racist education, deeper learning, learning partnerships, radical healing practices, and lesson planning support	Updated Distance Learning Guide with revised school roles	Crowdsourcing library: videos, lessons and resources submitted by SFUSD teachers & educators
Launching units with a focus on healing-centered practices and anti-racist teaching for the first month of school.	Summer Professional Development on foundational skills on Common Platforms (the basics), Digital Learning Foundations (integration of aps and technology), Digital Literacy Curriculum & Supporting Families and Students Remotely	Vision for Instruction during Distance Learning	Technology and Internet Access for PK-12: Distribution of touchscreen Chromebooks for PK-2 students in fall and additional needed access for grades 3-12
Ongoing Resources and grab and go lessons posted in Google Classroom & Distance Learning Website	Regular Centrally held Facilitated Educator PLCs & Lab Classrooms to share best practices	Schedules by Grade Level Band and cohorting students to support connection**	Print based material supplements and supply Distribution
Major work of the grade and subject (i.e. priority standards and units)	Ongoing Professional Development Calendar with PL Series, Webinars Office Hours, Support for Grade Level and Department Teams (updated by 7/31)	SFUSD Assessment Plan	Support for Family and Community Engagement with family resource & link line

Phase 2 - Hybrid Model

Given the shifting nature of the impact of COVID-19, careful consideration must be paid to the re-opening of school campuses for in-person learning. SFUSD will continue to monitor guidance from local health officials who regularly assess public health data to determine when it will be safe to begin transitioning into Phase 2 - Hybrid Model. Because each school and district office has variation in a number of operational components including staffing, facility size, workplace set-up and student enrollment, there are many factors that we will need to consider and protocols that will need to be in place in order to ensure the safety and well-being of our students, staff and families.

The CDPH [directive](#) from July 17 states that “schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the [county monitoring list](#) within the prior 14 days. If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.” The county of San Francisco is currently on the State’s monitoring list.

Plans for Phase 2 are currently in development and may continue to change depending on local public health conditions and updates in State and Local guidelines. We will work closely with our labor partners, using the guiding values developed by the Personnel Working Group to ensure that a return to school sites prioritizes staff safety and wellness while meeting the needs of our students to the greatest extent possible.

Health & Safety

CDPH guidelines outline the health and safety measures that should be included in any school reopening plan including 1) promoting healthy hygiene practices; 2) intensify cleaning, disinfecting & ventilation; 3) implementing distancing inside and outside the classroom; 4) ensure teacher and staff safety 5) limiting sharing; 6) training all staff and educating families; 7) checking for signs and symptoms; 8) developing a plan for when a staff member, child or visitor becomes sick; 9) a plan to maintain healthy operations; 10) consideration for partial or full school closure.

In order to ensure the health and safety of our students, staff and families, clear protocols will be in place for each of those measures along with plans to train staff, students and families in the protocols, set up physical space to ensure social distancing and address the needs of students and staff who have health or other risk factors that would prevent them from participating in-person.

Teaching & Learning

SFUSD is exploring a variety of innovative ways to implement a hybrid model that keeps health and safety of students and educators at the center.

Grouping Options/Possibilities for Students

We are identifying different ways to group students, modeling options for scheduling small student cohorts on alternating days, half days or week/month long blocks.

Use of Time and Space

We are rethinking time and space to facilitate in-person learning, a component of our District's [10-Big Shifts](#) as outlined in Vision 2025. Examples being explored include, but are not limited to, outdoor learning facilities, access for targeted student populations, and rotating schedules for students.

Priority Student Groups

We have identified a number of priority groups for in person learning. The Teaching and Learning Work Group highlighted four subsets of the population that would benefit from in-person learning first:

- Our youngest learners PK-2
- Students with moderate to severe disabilities
- Vulnerable Populations (homeless, foster youth)
- Students with less than 60% of the time engaged in online learning

Operations & Logistics

SFUSD Policy and Operations is deeply involved in planning for a gradual return hybrid scenario. Over the next several weeks, SFUSD Operations teams will:

- **Determine a total number of In Person Learning "seats" SFUSD can provide on a daily basis.** Given available resources and health mandates, SFUSD can open 3.2 million square feet of SFUSD school sites for in person learning on a daily basis. SFUSD's total square feet of instructional space is roughly 7.8 million square feet. Based on an analysis of SFUSD's capacity, 3.2 million of square feet yields approximately 15,000 in person learning student seats on a daily basis. In contrast, SFUSD's total student population is 54,000 students.
- **Prioritize students for access to In Person Learning opportunities.** With a daily 15,000 seat constraint, SFUSD will need to prioritize student populations for in person learning opportunities. Based on feedback from the community and educational needs, SFUSD recommends prioritizing in person learning for younger learners (Pre K - 2nd grade), and students of all grades from vulnerable populations.
- **Decide on locations and schedule for In Person Learning.** SFUSD is engaged in a site by site review, assessing each school site's "readiness" for In Person Learning within the context of COVID19 safety mandates. Sites with in classroom sinks, large schoolyards, and multiple points of entry/exit will be ready first for in person learning. Staff will analyze available educator, custodial, student nutrition service, and transportation staffing levels to determine how many classrooms can be opened for In Person Learning across SFUSD sites.
- **Build out school sites to comply with COVID-19 health and safety guidance.** Once sites are identified and schedules set, SFUSD will organize a build out process to move furniture, distribute COVID-19 response supplies, post signage, repair windows, and make any other necessary site changes.



Safety Protocols



Coordinate Care Plan for Wellness & Partnership



Communication



Personnel



Operations & Logistics



Safety Protocols

The safety of SFUSD students, families and staff is our top priority in the 2020-2021 school year. The past five months have challenged us as our collective understanding of COVID-19 is constantly evolving, as is the response of local, state, and federal government.

SFUSD continues to rely on a core set of local, state, and federal agencies for the most up to date information on COVID-19's prevalence in the population, medical research on COVID-19 transmission and prevention, and official regulatory guidance. We encourage you to familiarize yourselves with these resources and consult them regularly to stay up to date on the latest news and guidance:

AGENCY	RESOURCE
Center for Disease Control	"Considerations for Schools" May 19 2020
California Department of Public Health	"COVID-19 Industry Guidance: Schools and School Based Programs" July 17 2020
California Department of Education	"Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools" June 2020
San Francisco Department of Public Health	"Reopening TK-12 Schools for In-Person, On-Site Instruction Preliminary Guidance for School Year 2020-2021" July 8 2020

All of these resources share the same basic strategies, applicable in any school based context:

- **A safe school day starts *before* you get to school.** Every day, students, parents, guardians and teachers should self monitor for symptoms, and stay home if you feel sick. Regularly check in with family members, housemates, and friends to maintain awareness of possible exposure.
- **Establish a strong foundation of preventative daily habits.** Wash hands frequently, avoid touching your eyes, nose, and mouth, and ensure daily disinfection of high touch surfaces. Wear a mask!

- **Practice social distancing.** In the classroom, on the school bus, during lunch, and in the schoolyard, it's important to practice social distancing as much as possible. Adults, in particular, should stay 6 feet apart from adults and children.
- **Maintain stable cohorts.** A stable cohort refers to a limited number of individuals - adults or youth or a mix -- who move through the day's activities together. This helps to reduce the total number of contacts a cohort member encounters during the day, and allows for easier contact tracing should a case of COVID19 transmission occur.
- **Manage site circulation.** Every physical setting has "pinch points" - places where people tend to "clump" while trying to enter or exit a space, or participate in an activity. When in person learning resumes, SFUSD buildings will have clearly marked circulation paths, as well as multiple designated entry and exit points. If SFUSD transportation is provided, protocols will provide guidance for the orderly boarding and
- **Plan for When a Staff Member, Child or Visitor Becomes Sick.** SFUSD sites will have isolation rooms for students, staff and visitors who feel sick or exhibit symptoms during the day.

In order to ensure that SFUSD sites are prepared for in person learning, SFUSD Facilities has established 6 month reserves of key COVID19 response supplies. This includes such things as disposable and reusable masks, face shields, disposable gloves, hand sanitizer and cleaning supplies. SFUSD Facilities will continue to procure and distribute supplies for the District. When in person learning and/or operations resume, SFUSD will supply staff with the necessary hygiene, cleaning, and preventative equipment needed to execute their daily responsibilities.

On July 17, the California Department of Public Health (CDPH) released an update to their guidance document titled "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year". The update includes new directives and suggestions pertinent to SFUSD as we contemplate in person learning. Notably, the guidance states that:

- School districts may reopen for in-person instruction only if the local health jurisdiction (for SFUSD, the City and County of San Francisco) has not been on a designated monitoring list for 14 days. You may track San Francisco's monitoring status here: <https://covid19.ca.gov/roadmap-counties/#track-data>
- Schools should increase testing of staff to detect potential COVID19 cases, if epidemiological data shows increasing transmission, and lab testing capacity allows.
- Encourages the use of masks for students and staff, even for younger students. Masks are strongly encouraged for children 2 years old - 2nd grade, and required for 3rd - 12th grade, unless an exemption applies. Where 2 year old - 2nd graders are unable or unwilling to use face masks reliably, face shields are an acceptable substitute.

CPDH's guidance will be echoed and further interpreted in the San Francisco Department of Public Health's (SFDPH) anticipated Health Order governing the reopening of schools in the city. To date, SFDPH has issued guidance to local public, charter, and private schools that will serve as the basis for the Health Order. SFDPH's guidance emphasizes the higher risk of adult to adult transmission, versus child to child or child to adult transmission. SFDPH also encourages the use of a full range of COVID19 mitigation strategies, noting that no single strategy is effective in eliminating risk.

Based on CDPH and SFPDPH guidance, SFUSD has drafted a preliminary set of Health & Safety Protocols for the Prevention of COVID-19 Transmission. In consultation with our labor partners, SFUSD will:

- Train employees and students on behaviors that reduce the spread of the virus including practicing hand hygiene and respiratory etiquette (including hand washing with soap and water regularly)
- Conduct daily health questionnaires for staff to affirm they are not experiencing COVID-19 symptoms prior to entering a building or office space. Those experiencing COVID-19 symptoms will be directed to stay home.
- Screen students each morning for COVID 19 symptoms prior to entry. Those experiencing symptoms will be directed to a designated isolation area to be picked up by a family member.
- Require face coverings to be worn indoors at all times for students 3rd -12th grade. SFUSD will provide reusable masks for students and staff. Individuals may also bring their own face coverings.
- Provide employees whose job duties may require additional personal protective equipment (e.g. face shields and gloves) with appropriate materials.
- Post signage throughout building sites promoting safe practices.
- Clean and disinfect all high-touch surfaces daily.
- Repair windows to provide proper ventilation and increased air circulation (e.g. opening doors and windows where possible)
- Adopt protocols to limit the sharing of objects and supplies will be put in place.
- Arrange classroom furniture to allow for 6 foot social distancing, where possible
- Offer school meals in smaller, controlled settings (e.g. classrooms) or on staggered meal schedules to eliminate large group convenings
- Minimize non-essential visitors and volunteers to school sites. All visitors must wear a face covering at all times.
- Designate an “isolation area” at all school buildings and open offices so that anyone experiencing COVID-19 symptoms or feeling unwell can be isolated from others while additional steps are taken to seek care.

These protocols represent a first effort to outline steps SFUSD will take to ensure the safety of students, families and staff in the coming year. As new research and guidance emerges, SFUSD will continue to refine existing protocols and adopt new practices to prevent the transmission of COVID-19 within our community.



Coordinated Care Plan for Wellness & Authentic Partnership

The guiding principle of Coordinated Care Plan for Wellness & Authentic Partnership is **Anti-Racist Healing Practices** - supporting families, students and staff wellness through healing practices that center around anti-racism, partnership and building community to create a safe and supportive school culture & climate.

Family partnership is a key ingredient to educational equity and student success. Research shows that when schools effectively partner with families, connecting student learning between home and school, students do better. They go to school more often. Their behavior improves. They achieve more long-term successes. We define Family Partnership as the collaboration between school staff, families, and the greater community in support of student achievement based on **authentic relationships, mutual respect, and shared responsibilities**. The partnership begins in our classroom with **consistent two way communication** between teachers and families. We attend to the wellness, health, and safety of our communities above all else. This means that, every day, we use our hearts and minds when we engage with our communities. Even when things are urgent, we slow down enough to pay attention to each other's humanity first.

As part of the Coordinated Care Plan for Wellness & Authentic Partnership, each school will have a site based Coordinated Care Team (CCT) whose members include the school based staff whose work focuses on school climate, family partnerships, SFCSD student support staff, ExCEL Site Coordinator or Beacon Director, and other staff identified by the school administrator. The purpose of the CCT is to support the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership.

The site based CCT will be supported by a centrally based Wellness & Authentic Partnership Team led by the Student, Family, Community Support Division. The SFCSD Wellness & Partnership Team will provide support and consultation including:

- Tier 1: Professional development and training for Tier 1 practices.
- Tier 2: Consultation and training to school sites for case management for early intervention support.
- Tier 3: Targeted support for case management support for students and families who need more targeted support and services which may include working with City partners to support students and families.

In addition the SFCSD Wellness & Partnership Team will provide lead coordination for the :

- Expansion of the [SFUSD Family Resource Link](#) to the SFUSD Student & Family Resource Link to provide access to district information for student and families through an online request form, email or phone line. The resource link will be expanded to the
- District Wide Family Wellness Check-ins in August, November, February and April. The Wellness Check ins are designed as a family partnership practice with the primary focus is to listen to and affirm the needs of our families, to offer linkages to immediate resources and to Identify families for further follow-up.
- Explore the implementation of District wide Student Check-in surveys to collect quick perception data from students to deliver frequent, rapid supports throughout the year.

The implementation of the school site Coordinated Care Plan for Wellness will consist of the tiered interventions practiced at the school site described below:

TIER 1: Universal Supports - Whole School Climate & Community Building

- COVID 19 Protocols & Planning for when staff, student or CBO partner is sick. Guidance will be shared with families to reiterate that if students are ill or have been near someone who is sick, they should not attend school.
- Set school-wide and classroom expectations that align with the District's Safe and Supportive Schools Resolution that promote a safe, respectful, and bully-free school environment, including the mechanism for reporting and investigating reported complaints of [bullying](#) in the classroom. Expectations shall be shared with all students, families, and staff
- Utilize [family partnership toolkits and resources](#) to integrate family partnership into school site plan as part of the Partnership Bridge. [note: link will be live 7.28.20]
- Monitor attendance for student engagement and COVID-19 illness trends, including those with symptoms and who test positive for COVID-19. Every student that misses three consecutive days of distance learning must receive a phone call home from the classroom teacher to check in and provide needed support.
- Implement school wide radical healing circles & classroom practices centered around healing centered engagement to build community and support the socioemotional wellbeing and resilience of students
- Coordinated Care Team to create a clear and predictable two-way communication plan for families that includes frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings.
- Socio-emotional classroom practices will be implemented including self awareness, self management, decision making, social awareness, relationship building, stress management or mindfulness practices in daily classroom routine
- Create referral system for additional supports that may be needed in future tiers
- Provide virtual wellness space for students, staff and families to access on a regular basis focused on maintaining social and emotional health
- Communicate to staff the Wellness resources available to them through [Heal SF](#), [Employee Assistance Program](#), and their SF Health Plan
- Schools will conduct Family Wellness Check ins in August, November, February and April as part of the district wide coordination.
- Ongoing student check ins to monitor and support the mental health and social and emotional well-being of pupils and staff during the school year for follow up and support.
- Ongoing coordination with community based partners to support student and families needs.

"...teachers and staff started reaching out to families to ask - how does this work for you and your family? How can we better serve your child? and that was the first time I had a teacher come and ask me how to partner with my child and it made me feel like parent voice was important."

-SFUSD parent

TIER 2 - Early intervention Supports

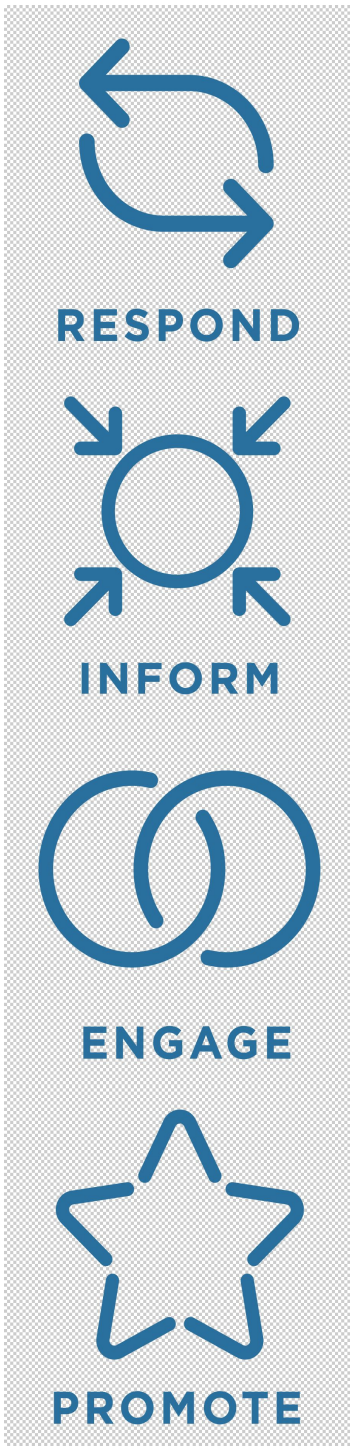
- COVID 19 Protocols & Planning for when staff, student or CBO partner is sick. If students do arrive at school and exhibit symptoms, they will remain in a designated "isolation area" until a parent/guardian can pick the child up from school. This protocol is similar to existing practices when students become ill at school.
- Provide follow up to Family Wellness Check ins to actively monitor, triage and case manage families requesting additional resources to meet needs through mobilization and collaboration with CBO & City partners as applicable.
- Continuation of Individual and Student Group Services and follow up to student check ins to actively monitor, triage and case manage students requesting additional resources to meet their needs through mobilization and collaboration with CBO & City partners as applicable.
- Provide information to students about and access to tele-behavioral health services for group and/or individual counseling service

TIER 3- Targeted Supports

- Central based support to provide more targeted follow up to Family Wellness Checks -Actively monitor, triage and case management of families needs through mobilization and collaboration of district staff, CBO partners and City partners.
- Central based support to provide more targeted follow up for students to actively monitor, triage and case management student needs through mobilization and collaboration of district staff, CBO partners and City partners as applicable.



Communication



Overview

The shifting landscape in which we find ourselves requires a carefully coordinated while also nimble communications strategy. Communications, for the purposes of this section, is defined as all written, spoken and electronic interactions with District stakeholders. SFUSD aims for communications to:

- Be responsive to the array of linguistic and cultural assets among our stakeholders.
- Protect the privacy of student, family and staff information.
- Be accessible to all stakeholders.
- Be coherent and consistent across multiple channels and messengers.
- Support stakeholders in getting resources, taking action and staying connected.

We believe collaboration between school staff, families, and the greater community in support of student achievement is based on authentic relationships, mutual respect, and shared responsibilities. This begins with consistent two-way communication.

Objectives

- School site and central support leaders will engage stakeholders
- Teachers will share weekly schedules and lesson content/assignments and communicate about child’s progress
- Primary stakeholders will receive regular and predictable updates in a timely manner

Audiences

SFUSD has multiple important stakeholders with whom we communicate, including:

- Staff (by role, school)
- Families (by grade level, school, language)
- Students (by grade level, school, language)
- Community Based Organizations
- City agencies and elected officials

Technology Tools

The following are the most frequently used technologies available for use to communicate with stakeholders. Using SFUSD's approved communication tools ensures the accessibility, safety and privacy of our students as we communicate with families and students.

- **Synergy** - Administrators can quickly and easily communicate with parents and students by [Sending Mass Email or Posting Announcements](#).
- **ParentVUE** - ParentVUE is the best way for families to [update their contact information](#) to ensure they receive district and school notifications. Families may visit www.sfusd.edu/parentvue for more resources. Questions? Visit [Family Portal Activation Toolkit](#). As a reminder, school administration and clerical staff can also [update family contact information in Synergy](#).
- **SchoolMessenger**: Teachers can send and receive messages from students and their families through the SchoolMessenger app. [Learn how teachers can get started with SchoolMessenger](#). Administrators can quickly communicate and send broadcasts to families via email, text and phone calls using the [SchoolMessenger Broadcast Step-by-Step Guides](#).
- **Drupal**: The supported content management system for SFUSD web pages, including all school site web pages is Drupal. The website sfusd.edu is continuously updated by hundreds of content managers and centrally supported with training. Designed for ADA and language accessibility, it has embedded Google translations as well as custom translations for essential content.

Channels

- **Weekly Digests**: Weekly digests are sent to three primary district audiences: all district leaders, all staff and all families. This fall, SFUSD will explore sending a digest focused on sharing information pertaining to all high school students.
- **SchoolMessenger Phone and Text/SMS**: When there is new important information or updates, SFUSD will send a text message alerting the impacted community members. For example, any decision related to the school calendar, availability far reaching resources for students and families (such as meals), the district will notify families by text as well as other means.
- **Website**: News, announcements and resources that pertains to large numbers of staff and families must be posted on SFUSD.edu by the manager creating the information.
- **Student and Family Resource Link**: Families and students may contact the Resource Link via phone, email and online form to request support. This single point of contact is supported by staff from across SFUSD's central office so families only need to reach out to one place to get help with technology, interpretation, enrollment, support referrals and other issues.
- **Social Media**: SFUSD posts information and responds to questions whenever possible on Facebook (both Spanish and English), Instagram, Twitter and WeChat.
- **News Media**: When there is news to share -- a districtwide announcement, a new policy, a topic of major public interest, etc., SFUSD will send a press release and arrange media availability. SFUSD will air Public Service Announcements on KALW radio and elsewhere. The superintendent will publish a weekly column in the SF Examiner and Sing Tao to inform the broader community about topics of interest.



Personnel

The personnel working group, a diverse stakeholder group made up of SFUSD teachers, administrators, central office staff, families and CBO members, has met several times and created a set of values that guide our personnel policies during the COVID-19 pandemic:

1. Science guides health, safety and wellness: The health, safety and wellness of students, families and all personnel will take priority over all other considerations. This includes measures intended to prevent the spread of COVID-19 but also applies to wellness supports for students, staff and families.
2. All staff have an important role to play: Every unique personnel position must have opportunities to have a seat at the table to share input. We must have clarity around roles, responsibilities and resources which are sustainable through both distance learning and a transition back to onsite learning. While roles and responsibilities must be clear, they may differ from what roles and responsibilities looked like during past years and we must collaborate with our labor partners to ensure that staffing and assignment policies reflect that we must all be flexible to meet student needs.
3. Family partnerships: Student success depends on family partnerships and collaboration. Thus, personnel policies should encourage strong, consistent, transparent two-way communication between staff and families. The District should be able to monitor and measure the impact of teaching and learning - distance or hybrid - on the students that we serve and make that information available to staff, labor partners, families, CBOs and all other stakeholders.
4. High expectations for ALL: All education and services provided during distance learning must be planned and implemented with a focus on equity and anti-racism, rooted in holding high expectations for ALL staff and students. Staff should be held accountable for their performance during distance learning, and that accountability must be met with appropriate support, flexibility and training.
5. Equity for staff, too: Use an asset-based approach to build on the strengths of staff to create differentiated opportunities for student success. Leverage the talents of our staff and support and train our staff with high quality professional development.



Operations & Logistics

SFUSD's Vision 2025 challenges us to "re-imagine the school day, keeping learning standards constant while we explore new ways to use space and time." In the COVID-19 era, this Big Shift serves as both a challenge and a guide for SFUSD's operations teams as we re-think the school day to ensure that SFUSD students, families and staff are able to be as fully engaged in teaching and learning as possible, as safely as possible.

We must accomplish all this in an environment of limited resources. An effective response to COVID19 depends on the adoption of practices that impact SFUSD's and partner agencies' capacity:

- Social distancing practices may reduce the number of students in classrooms and buses, requiring more space, more buses, and more staff to teach, provide meals, and transport students on a daily basis.
- SFUSD and local transportation services may be offered on a more limited basis. For example, SFMTA is projected to operate at only 30% capacity by August.
- Grab and go meals will be limited to SFUSD students. Parents and/or guardians will be able to pick up meals without the student present.
- SFUSD's 300 custodians can clean and disinfect about half of our existing instructional spaces in any 24 hour period.

To accomplish this Big Shift, we need to respond to the constraints posed by COVID-19 with creative solutions. These principles will guide SFUSD operations in support of distance and in person learning in 2021:

Prioritize Student, Family and Staff Safety

SFUSD will continue to restrict and manage access to SFUSD buildings to limit potential COVID19 transmission. However, SFUSD sites will be used as distribution centers for grab and go meals, technology, and curriculum materials over the course of 2020-2021.

Prior to resuming in person learning, SFUSD will develop clear guidelines and protocols for staff, students, and families to guide them from the moment families leave home for school, arrive at school, through the school day, and leave school for home. SFUSD will provide a clean and safe work and learning environment, disinfecting school sites daily, and providing necessary cleaning and hygiene supplies to school sites as needed.

Physical Space

Fully Utilize the Network of SFUSD's School Site Properties

In a typical school year, a school's operations are tightly constrained to the physical location -- the specific address -- of that school's site. To maximize opportunities for in person learning, community partnership, and staff support, SFUSD may flex the relationship between school organization and physical school site. Activities that typically occur at one school or administrative site may be distributed across several SFUSD school sites, or moved to sites closer to where students and teachers live.

Explore the Use of Outdoor Spaces: Schoolyards and Parks

Schoolyards are an underutilized SFUSD asset. Schoolyards could be safely used to support distance learning by creating spaces for enrichment programming, one on one personalized support for students, or stable WiFi access for teachers and students. When in-person learning resumes, schoolyards and nearby open spaces offer opportunities for classroom instruction, comfortable and safer communal eating experiences, as well as physical play and recreation.

School Nutrition

We maintain our commitment to ensuring no student goes hungry. When distance learning commences in August, Student Nutrition Services (SNS) will continue offering grab and go meals from the [18 school sites](#) that are currently up and running. While parents and/or guardians will be able to pick up meals without a student present, grab and go meals will be limited to SFUSD students. Unless we receive additional funding, we'll no longer be able to provide meals to CBOs.

Once in person learning starts, in order to support social distancing and limit exposure among students, school meals will need to be provided in classrooms and schoolyards rather than in cafeterias, and this will require additional cafeteria staff and supplies. 80% of cafeteria staff are over 50 years old, and 47% are over 60. This places a constraint on the number of meals that can be prepared and served with the existing workforce.

Enrollment

Students can enroll immediately into a school with open seats and zero [Wait Pool](#) requests. If you need assistance with the enrollment process you can schedule a time to speak with a counselor by calling **415-241-6085** (8:00am to 4:30pm) or [Schedule 1:1 counseling support](#) to learn more about your options.

Budget

Although the timing, pace and scale of safely welcoming students and staff back to physical campuses for in-person learning are uncertain, it is clear that significant additional costs will be required this year in any scenario, especially those which involve in-person learning.

National studies indicate public schools will need between **\$490** and **\$2,300** per student to physically reopen schools. These estimates would represent \$27 million to \$126 million for SFUSD, before considering the considerably higher costs in San Francisco and the Bay Area.

As we plan for in-person learning, specific costs SFUSD will need to incur include the following:

- Lower class size
- Additional custodians
- Additional school buses
- Health screening
- Personal Protective Equipment (PPE)
- Cleaning supplies
- Other social distancing modifications
- Technology for hybrid scenarios and distance learning

The budget enacted in late June for the State of California provided some additional one-time dollars to offset some of these costs and avoided deep actual cuts to school funding, which had been threatened in Governor Newsom's May Revision proposal. Private donors are also providing critical financial support to help address many of our COVID-related needs such as student technology and internet connections, emergency meals and other supports.

However, the enacted budget did not provide a cost-of-living adjustment (COLA) for schools, which represents an effective cut of approximately \$12 million for SFUSD. Additionally, SFUSD is absorbing a loss of approximately \$17 million in cuts to local revenues including the Public Education Enrichment Fund, sales taxes, interest income and tuition fees for early education schools, none of which are offset by the state budget.

Transportation

When distance learning commences in August, SFUSD will only offer transportation services to students with IEPs enrolled in Non Public Schools open for in-person learning. Once SFUSD's in-person learning begins, transportation services may be limited to students with transportation services in their IEP. With social distancing guidelines, each school bus will only be able to accommodate about one-third of the actual bus capacity, and there's a finite number of available buses and drivers. To maximize our capacity to safely transport a limited number of students, we will need to be strategic about the school campuses we open and the schedules we develop for in-person learning.

Acknowledgements

Thank You

Thank you to students, staff, labor partners, families, and community partners who have participated in the planning process over the last several weeks. So many have taken time to participate, engage, offer feedback and partner with us as we work together to plan for a successful launch of the 2020-21 school year.

While the names of those who have served on the Work Groups or Town Hall planning teams are listed here, we know that thousands more of you have offered input through surveys, attending Town Halls, or reaching out directly. Your efforts demonstrate our core values - Student-Centered, Fearless, United, Social Justice, Diversity Driven - and are deeply appreciated.

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African American Parent Advisory Council
Community Advisory Committee for Special Education
District English Learners Advisory Committee
Indian Education Parent Advisory Council
Parent Advisory Council
Student Advisory Council
2nd District PTA
Chinese Progressive Association
Mission Economic Development Association / Mission Promise
Our Children Our Families Council (OCOF)
Parents for Public Schools
PODER
SF Beacon Initiative
SF Dept. of Children, Youth & Families (DCYF)

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