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Office of the Superintendent

July 24, 2020

Subject: Current Status/Distance Learning

We appreciate everyone's passion and concern for how we will offer instruction in our district beginning on August 25, 2020. At this time, pursuant to Governor Newsom's and the California Department of Public Health's Guidelines, we do not have local control to open our schools for on-campus instruction until we are off of the State of California COVID-19 County Monitoring List for fourteen consecutive days. In addition, for the foreseeable future, there are other requirements, which make reopening our schools for consistent on-campus instruction very difficult.

The district will continue to plan for on-campus instruction to resume when it is safe for our students, families, staff, and community, however as we must be off of the monitoring list for fourteen consecutive days, prior to resuming on-campus instruction, we will need to make a decision about how the school year will begin on or before August 10. At its special board meeting on July 30, the Board of Trustees will get an update on our reopening and consider a timeline for a local decision consistent with the State and County guidelines.

The purpose of this communication is to update our community on the collaborative work we have engaged in this summer to ensure that our staff is prepared to provide our students with an innovative and high-quality education despite the challenges we have faced as a result of the COVID-19 pandemic. The district has worked diligently to plan for a number of scenarios ranging from reopening for on-campus instruction to full-time distance learning.

To reiterate, we remain committed to offering on-campus instruction when we are permitted to do so. We will share more information about our plans for safely doing so in other communication. We also remain committed to offering a Distance Learning Model for all students while we are required to do so and as an option for all students who choose it individually.

Our Learning and Instruction team has developed guidelines for our Distance Learning Model, which is included below and posted on our website. In order to be informed, <u>please review it carefully as it outlines the significant differences from our spring 2020 program</u>.

We appreciate our community support for our students and staff during this challenging time. Together, we are confident we can provide a world-class education for our students while at the same time supporting them socially and emotionally. We are thankful to our staff members who have learned new ways to approach teaching and learning in a very short period of time. We are hopeful that we can transition soon to on-campus instructional delivery models.

Robert Haley
Superintendent
Committed to the Future

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Learning and Instruction Focus Area - Distance Learning 2020-21

Our mission remains to provide a world-class education, even in a Distance Learning Model, for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society. We remain committed to our

Vision:
- All Students Are Entitled to a Successful Education
- We are a Team
- Engaged, Inspired, Prepared

In our Distance Learning Model students and teachers will engage in online teaching and learning that is significantly different from the emergency remote learning that took place in Spring 2020. Instruction will include daily live interaction with teachers, required attendance, full curricular content, and letter grades.

What does this model look like for students?

Students in distance learning will interact with their teachers through digital platforms, which will include, but not limited to Google Classroom, Google Meets/Hangouts, email, and other official district digital platforms.

Students will access instruction and materials online, following an established bell schedule. In this model, students engage in classes exclusively online through a combination of synchronous live instruction and asynchronous independent work. Daily live instruction will include activities such as check-ins, office hours, whole-class discussion, small group discussion, progress monitoring, and more. Daily asynchronous learning includes independent learning activities (similar to those assigned in a classroom) such as: completing assignments, working on projects, reading, synthesizing information, responding to prompts, watching tutorial videos, and more.

As with in-person classes, students are expected to complete and submit their work in accordance with deadlines and policies established by teachers in their course syllabuses. The same behavior expectations for in-person classes apply to online classrooms. Students are expected to follow norms of classroom behavior and the <u>conduct expectations set forth in all Board Policies.</u>

How will Fall 2020 Distance Learning Model Differ from Spring 2020?

Learning Components	Spring 2020 Emergency Remote Learning	Fall 2020 Distance Learning	Explanation of Changes
Full Academic Content	✗	✓	California Assembly Bill (AB 77 Ed Code 43503) mandates that distance learning shall include: "Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction."
Consistent Learning Platform	✗	✓	All teachers and students use Google Classroom as the primary learning management platform to manage their coursework and streamline delivery of content and resources. Teachers may supplement Google Classroom with additional district-approved tech tools.
Live Instruction (Synchronous)	✗	✓	State mandates daily live (synchronous) instruction ((AB 77 Ed Code 43503) and required number of instructional minutes (AB 77 Ed Code 43502) Daily live instruction includes activities such as check-ins/office hours, whole class discussion, small group discussion, progress monitoring, etc.
Independent Student Work (Asynchronous)	✓	✓	Research indicates that no more than 50% of online instruction should be synchronous to support equity, comprehension, and to reduce screen fatigue. Daily asynchronous learning includes independent learning activities such as watching tutorial videos, reading, synthesizing information and responding to prompts/instruction, etc.
Attendance	✗	✓	State mandates daily attendance and record keeping (AB 77 Ed Code 43504) Continue to focus on student check-ins and access
Bell Schedule	✗	✓	Clear bell schedule supports students access to live instruction (synchronous) and independent work (asynchronous), while eliminating overlap between courses.
Letter Grading System	✗	✓	Letter grades will be earned by students for all classes and will represent quality of work and mastery of course standards Clearly established grading policies communicated by teachers through course syllabus Regular reports on academic progress available to parents/guardians through Aeries

Supporting Students

Regardless of learning plan, instruction will adhere to the mandates from AB 77 Ed Code 43503:
- Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- 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 pursuant to Section 56341 (FULL IMPLEMENTATION OF IEP IN DISTANCE LEARNING), including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

- Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, 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.

Supporting Students with Technology

SDUHSD uses many cloud-based learning tools that can be accessed from any internet-connected device a student may have access to. Site administration will help identify families in need of devices or connectivity. A Chromebook, and/or wifi hotspot will be checked out to the students in need of these devices.

Supporting Teachers and Staff

Professional Learning
The Educational Services Department Instructional Specialist team developed Professional Learning sessions and resources to support SDUHSD teachers with distance learning. These resources were curated into Professional Learning Pathways that are accessible to teachers asynchronously. The Ed Services team also developed tools and training to support teachers with the use of Educational Technology. Professional development is being offered virtually during the summer of 2020 to support teachers with distance learning, as well as ongoing professional learning opportunities throughout the 2020-2021 school year.

Resources and Helpful Links

The following are the resources, state and county guidance/mandates referenced in this document.

7/17/2020 CDPH COVID-19 and Reopening In-Person Learning Framework	San Diego County Public Health Services
CA Department of Public Health (CDPH) Updates	State of California County Data Monitoring List
Senate Bill 98 (AB 77) (Summary / Full Text)	SDUHSD Board of Trustees
CA Statewide Guidance & Checklist (click on *Schools*)	SDUHSD Website