



Reopen & Redesign

Conejo Valley Unified School District

**Board of Education
Study Session**
June 26, 2020

Purpose

Review Received Guidance

Budget Implications

Stakeholder Engagement

Review 2020-2021 Teaching and Learning Models

Review Special Education Delivery Matrix

Review 2020-2021 Student Schedules

Guiding Principles

Health & Safety

- Focus on safety is our top priority
- Follow state and local public health guidelines

Engagement & Achievement

- Sustain students' interest and motivation
- Grading and attendance accountability
- Adapt teaching to fit the learning environment for all students

Social Emotional Wellness

- Provide social emotional learning and resources to support student mental health
- Build positive social interactions

Access & Equity

- Embrace diverse students and families
- Account for varying resources and supports at home

Current Status

Public Health Orders:

- Ventura County Public Health
- California Department of Public Health
- Stronger Together from Ca. Superintendent of Public Instruction
- Ventura County Office of Education, in concert with the Ventura County Health Department, is creating specific guidelines related to schools - anticipated release June 30, 2020.
- CVUSD Worksite-Specific COVID-19 Prevention Plan - anticipated release July 1, 2020

Major Events for 2021 School Budgets

- No COLA for LCFF or categorical programs, but no major programmatic reductions.
- Up to \$11.1 billion in K-12 payment deferrals. Total deferrals would be reduced if the state receives additional federal funding.
- Total of \$5.3 billion (\$4.8 billion in federal funding and \$540 million Proposition 98 General Fund) for learning loss mitigation funding.
- \$545 million increase in special education funding to increase SELPA base rates to no less than \$625 per student and \$100 million to increase funding for students with low-incidence disabilities.
- State will use 2019-20 ADA for purpose of calculating 2020-21 funding. LEAs can meet instructional minute and day requirements through distance learning if they comply with certain requirements.
- Prohibition of layoffs for teachers and classified employees that work in nutrition, transportation, or custodial services.
- In lieu of an LCAP, LEAs must adopt Learning Continuity and Attendance Plans by September 30, 2020. The Superintendent of Public Instruction is to develop a template for these plans by August 1, 2020.
- The District will present our proposed budget for adoption on June 30, 2020

Recent Information Tied to the 2021 Budget

Instructional Time/Distance Learning

- There is no waiver of the minimum number of school days requirement (generally 180 days), but an LEA may meet the minimum number of days through a combination of in-person and distance learning.
- An LEA may meet the number of instruction minutes required for each grade level through a combination of in-person instruction under the direct supervision of a certificated employee, or through the time value of assignments as determined by a certificated employee.
- Section 43504 states that in-person instruction should be offered to the greatest extent possible, but Section 43503 allows distance learning at an LEA or schoolwide level as a result of an order or guidance from a state or local public health officer.
- There are a number of additional details related to distance learning that are yet to be learned.

Stakeholder Engagement

- Reopen and Redesign Committees
- Special Education Staff Meetings
- Student District Advisory Committee (SDAC)
- All Bargaining Units (UACT, CVPPA, CSEA)

COVID-19 TEACHING & LEARNING MODELS 2020-2021

Current health guidelines* prevent us from returning to 100% traditional on-campus learning environments. CVUSD is offering the following choices for families next school year.

CVUSD Family Choices:	<u>Location</u>	<u>Schedule**</u>	<u>Instructional Delivery</u>	<u>Directed by</u>	<u>Curriculum</u>	<u>Grade Level</u>
Blended Teaching & Learning*	On campus	TBD	In-person instruction and reinforcing assignments/activities/practice	Teacher directed	District adopted	TK-12; BeMe Preschool; Post Secondary
Remote Teaching & Learning	At home	TBD	Live-virtual teaching and reinforcing assignments/activities/practice	Teacher directed; parent supported	District adopted	TK-12; BeMe Preschool; Post Secondary
Existing Alternative Teaching & Learning Programs Requires year-long commitment	On campus and/or at home	SHINE: Teacher-student meeting time, 1 hour/week	Parent directed instruction and weekly in-person or live-virtual meeting with teacher for support	Parent directed; teacher supported	District adopted & curriculum options	TK-12
		Century Academy: Teacher-student meeting time, 2 hrs/week	In-person instruction and reinforcing assignments/activities/practice	Teacher & student directed	APEX: Online UC A-G approved curriculum	6-12
		Independent Study: Teacher-student meeting time, 1 hr/wk	Independent-virtual or textbook assignments, and weekly in-person meeting with teacher for support	Teacher & student directed	District adopted	6-12

* Detailed federal, state, and local public health guidance is available at <http://www.conejousd.org/Reopen-Redesign/Current-Health-Social-Distancing-Guidance>

** Schedules determined by the total available capacity of a classroom based upon 6ft social distancing requirement

Special Education Delivery Matrix

(DRAFT)

Blended Teaching and Learning Model

Parameters for Blended Teaching & Learning

- Health and safety
- Flexibility based on required public health orders
- Focus on positive student outcomes (academically and social-emotional)
- Academic - addressing learning gaps, providing all course content
- Social emotional supports
- Goal of all students on campus everyday
- Latest guidance on wearing masks; childcare; transportation; child nutrition; technology

Health and Safety

- **Hand washing** - Time will be built into schedules, signs posted as reminders
- **Screening** - Thermometers in stock and will be used for daily temperature checks
- **Distance** - Social distancing guidelines will be adhered to in classrooms and traffic areas on campus. Signage being posted
- **Cleaning schedule** - multiple scenarios dependant on schedules. “All hands on deck” model to get the job done
- **Sanitizer** - We’ve doubled our order on the mobile sanitizing machines. Goal is to have at least two backpacks per school and multiple hand held units
- **Ventilation** - HVAC filters being changed to higher filtration. Units being tested
- **Contacts** - Modified schedules and social distancing to the extent practical
- **Training** - Online training modules have been deployed. Target completion is June 30 for current staff.

Latest Guidance on Wearing Masks

- [Posted public legal guidance](#)
- [Amended Guidance](#) Now Broadly Requires Face Coverings In “Indoor Public Space[s]” And Does Not Imply An Exemption For Schools unless exempted by state guidelines for specific public settings.
- The state has issued guidelines discussing face coverings for K-12 institutions.
 - (1) [CDPH guidance issued on June 5](#); and
 - (2) [CDE guidance issued on June 8](#).
- That prior guidance does not contain a broad exemption applicable to face coverings, but does suggest use of face shields for teachers, and addresses limited circumstances where special considerations may apply, specifically including early-grade students who may struggle with wearing masks, or students with disabilities who refuse or are unable to wear masks. These “suggestions” may well be permissible as an “exemption” to the broad statement in the Guidance.
- **K-12 institutions are strongly encouraged to consult with legal counsel regarding any potential exemption to the face covering mandate.**
- Based on the amended Guidance, K-12 institutions are encouraged to plan for widespread use of face coverings in schools this fall. It is to be hoped that CDPH will issue further clarifications as the need arises.

Childcare

- Looking at feasibility to offer Child Care services every school day from 7 am - 5 pm
 - Limited by space
 - Negotiate staffing changes (extending hours, changing shifts)
 - 15 students/room and students with same staff person each week (8 schools have one room, 3 schools have 2 rooms, and 4 schools have 3 rooms)
 - Coordinating shift changes (based on parent need) remains a challenge, still in discussion
 - **AM**
 - 7-8:30 shift
 - 7-12 shift
 - 8:30-12 shift
 - **PM**
 - 11:30-12 shift
 - 12-5 and/or 12-3 shift
 - 3:30-5 shift
- We could utilize additional rooms (MPR, library) at each school site in order to maintain small group sizes or increase capacity (dependant on school schedules and use of those spaces)
- Hours and staffing will dictate tuition cost
- Currently have approximately 1440 students needing child care. With new model and current staff, would only be able to accommodate approximately 50% or 750 students

Transportation

- We reshaped our field trip and athletics transportation model
 - On call basis only, no expense unless buses run
 - Multiple vendors for flexibility
- We are currently out to bid for transportation services
 - Contractors have asked for minimum payment guarantee should buses not run
 - We have not offered payment for non-service days (we were required in 19-20 @ \$7k per day)
- Still grey area on how busing will happen
 - Reduced capacity models impact overall number of buses (81 passengers on a bus is based on 3 students per bench)
 - Student per bench (1)
 - Student per row (2)
 - Students staggered bench and row (max 14 students per bus)
 - Parent/student responsibilities - student temp, wellness check, washed hands, masks
 - We have toured buses and concluded that under the present guidelines, maximum per bus is 14 students and 4 students in a small bus

Child Nutrition

- USDA Regulations require at least one meal offered daily to Free/Reduced students Monday through Friday
- If not included within school schedule, cold grab and go meals would require a waiver, (USDA has now extended available waivers through June 30, 2021).
- Proposed Elementary schedule: ($\frac{1}{2}$ students attend AM and $\frac{1}{2}$ PM): include 30 minute lunch period in each schedule to allow for hot meal service. Social distancing would be practiced with assistance from school staff.
- Secondary schedule: Provide meal service (breakfast and lunch) for those in attendance.
- Distance Learning: Child Nutrition would designate mobile meal sites to provide lunches for pick up (waiver required) for students not attending on-site class.

Technology

- Stimulus funds are one-time dollars and should be spent on one-time expenses related to addressing *learning continuity and attendance*
- Survey feedback; parents not fond of a bring your own device program
- We can remove the barrier of access and equity by utilizing these dollars to give devices to all students, grades six - twelve
 - Teaching staff grades six through twelve will receive a laptop and dock
 - Dock provides flexibility for in-class use
- Elementary students will retain access to devices through classroom sets
 - Addresses the concern of screen time
 - In-class instruction can be supplemented with take home work (paper)
 - Students that don't have periodic access to a device can be issued a device when necessary
- Retains Measure I technology dollars for other technology
 - Measure I would be used to replenish and refresh devices in the out years

Blended Teaching and Learning Student Schedules

Blended Schedules: Elementary

ELEMENTARY: DAILY BLENDED SCHEDULE

	8:30 - 11:00 am (150 min)	11:00 - 12:30 pm (90 min)	12:30 - 3:00 pm (150 min)
Cohort A	Cohort A: On campus & in person learning	Student transition; Cleaning & disinfecting Teacher Prep	Cohort A: Reinforcing assignments / activities / practice
Cohort B	Cohort B: Reinforcing assignments / activities / practice	Student transition	Cohort B: On campus & in person learning

Blended Schedules: Elementary

Grades TK-2	Grades 3-5
<ul style="list-style-type: none">● Focus on math, language, and literacy skills with an emphasis on learning to read and grade appropriate math skills● Designated time to build community and support students social emotional needs	<ul style="list-style-type: none">● Focus on math, language, and literacy skills with an emphasis on reading to learn and grade appropriate math skills● Incorporate science and social science content● Designated time to build community to support students social emotional needs

Blended Schedules: Elementary

SAMPLE INSTRUCTIONAL DAY (GRADES TK-2)

Class Meeting

Opening class time for greeting, sharing, community circle or other social- emotional activity focused on connection for the class.

ELA/ELD

Teachers provide direct instruction in phonics, phonemic awareness, high frequency words, reading comprehension, and writing. Teachers will also provide designated and integrated ELD.

Recess

Math

Teachers provide direct instruction in essential standards following the Go Math scope and sequence, reinforcing fact fluency and problem-solving.

Reinforcing Learning

Reinforcing activities that will be completed by the students at home. These activities will reinforce on campus instruction students received from the teacher as well as practice essential skills.

Blended Schedules: Elementary

SAMPLE INSTRUCTIONAL DAY (GRADES 3-5)

Class Meeting	Opening time for greeting, sharing, community circle or other social-emotional activity focused on connection for the class.
ELA/ELD	Teachers will provide direct instruction in reading comprehension, vocabulary, grammar, and writing. Teachers will also provide designated and integrated ELD
Break	
Math	Teachers will provide direct instruction in essential standards following the Go Math scope and sequence, reinforcing fact fluency and problem-solving
Science and Social Studies	Teachers will alternate instruction in units and topics on a weekly basis
Reinforcing Learning	Reinforcing activities that will be completed by the students at home. These activities will reinforce live instruction students receive when on campus

Blended Student Schedules

Secondary Options

24	Option 1	Option 1.5	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7	Option 8
Students on campus	AM or PM 5 days/week	AM or PM 5 days/week	AM or PM 5 days/week	AM or PM 5 days/week	AM or PM 5 days/week	Full Days 2-3 days/week	Full Days 2-3 days/week	AM or PM 5 days/week	AM or PM 5 days/week
# classes at once	1 Rotate 15 days	2 Rotate 30 days	6	6	6	6	3 Each semester	3 Each semester	3 Each semester
Weekly schedule	Mon Per 1 Tue Per 1 Wed Per 1 Thu Per 1 Fri Per 1	Mon Per 1 Tue Per 2 Wed Per 1 Thu Per 2 Fri Per 1 Mon Per 2	Mon Per 1 Tue Per 2 Wed Per 3 Thu Per 4 Fri Per 5 Mon Per 6	Mon Per 1 & 2 Tue Per 3 & 4 Wed Per 5 & 6 Thu Per 1 & 2 Fri Per 3 & 4 Mon Per 5 & 6	Mon Per 1-6 Tue Per 1-6 Wed Per 1-6 Thu Per 1-6 Fri Per 1-6	Mon(A) Per 1-3 Tue(A) Per 4-6 Wed(B) Per 1-3 Thu(B) Per 4-6 Fri(A) Per 1-3	Mon(A) Per 1-3 Tue(A) Per 1-3 Wed(B) Per1-3 Thu (B) Per 1-3 Fri(A) Per 1-3	Mon Per 1-3 Tue Per 1-3 Wed Per 1-3 Thu Per 1-3 Fri Per 1-3	Mon Per 1 Tue Per 2 Wed Per 3 Thu Per 1 Fri Per 2 Mon Per 3
Periods/day	1	1	1	2	6	3	3	3	1
Minutes / period	150	150	150	65	8	86	86	36	150
Minutes / day	150	150	150	130	48	260	260	110	150
Minutes / week	750	750	750	650	240	650	650	550	750
Reinforcing minutes/day	90	90	90	110	192	240 (days not at school)	240 (days not at school)	130	90
Move to 100% on campus	N, full change at semester	N, full change at semester	Y	Y	Y	Y	N, semesters all year	N, semesters all year	N, semesters all year
Learning gaps	N	N	Y	Y	Y	Y	N	N	N
Classroom contacts/day	Students: 15 Teachers: 30	Students: 15 Teachers: 30	Students: 15 Teachers: 30	Students: 30 Teachers: 60	Students: 90 Teachers: 180	Students: 45 Teachers: 45	Students: 45 Teachers: 90	Students: 45 Teachers: 90	Students: 15 Teachers: 30
Classroom contacts/week	Students: 15 Teachers: 30	Students: 30 Teachers: 60	Students: 75 Teachers: 150	Students: 90 Teachers: 180	Students: 90 Teachers: 180	Students: 90 Teachers: 180	Students: 45 Teachers: 90	Students: 45 Teachers: 90	Students: 45 Teachers: 90

Preferred Blended Schedule: Secondary

Based upon committees and SDAC feedback, this model is preferred:

“Option 3”: Secondary Schedule (works for NPHS blocks)

			Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	8:00 - 9:05	Class Period	Period 1	Period 3	Period 5	Period 1	Period 3
	9:05 - 9:25	Clean & Passing					
	9:25 - 10:30	Class Period	Period 2	Period 4	Period 6	Period 2	Period 4
	10:30 - 11:45	Clean					
	10:30 - 11:45	Students Transition & Lunch & Teacher Preparation					
Cohort B	11:45 - 12:50	Class Period	Period 1	Period 3	Period 5	Period 1	Period 3
	12:50 - 1:10	Clean & Passing					
	1:20 - 2:15	Class Period	Period 2	Period 4	Period 6	Period 2	Period 4
	2:15 -	Clean					
	2:15 -	Athletics, Co-curriculars, Clubs		25			

Be Me and Post-Secondary Blended Schedule

- Determination of whether or not each class can meet full day or be split into 2 cohorts will be made based upon total student enrollment, adult support staff needed and available physical space
- Focused on safety for students and staff
- Also focused on importance of social opportunities with classmates and targeting skills identified in IEP goals
- Our goal is to have students on campus to access instruction 5 days/week
- We will work with our staff and families to formalize the schedule

Remote Teaching and Learning Student Schedules

Remote Schedules: Elementary

ELEMENTARY: DAILY REMOTE SCHEDULE

	8:30 am - 11:00 am (150 min)	11:00 am - 12:30 pm (90 min)	12:30 pm - 3:00 pm (150 min)
Cohort A	Cohort A: Live-virtual teaching	Lunch Break; Teacher Prep	Cohort A: Reinforcing assignments / activities / practice
Cohort B	Cohort B: Reinforcing assignments / activities / practice		Cohort B: Live-virtual teaching

Remote Schedules: Elementary

Grades TK-2	Grades 3-5
<ul style="list-style-type: none">● Focus on math and literacy skills with an emphasis on learning to read and grade appropriate math skills● Designated time to build community and support students social emotional needs	<ul style="list-style-type: none">● Focus on math and literacy skills with an emphasis on reading to learn and grade appropriate math skills● Incorporate science and social science content● Designated time to build community to support students social emotional needs

Remote Schedules: Elementary

SAMPLE INSTRUCTIONAL DAY (TK-2)

Class Meeting	Opening time for greeting, sharing, community circle or other social- emotional activity focused on connection for the cohort.
ELA/ELD	Teachers will provide live instruction in phonics, phonemic awareness, high frequency words, reading comprehension, and writing. Teachers will also provide designated and integrated ELD. Cohort will meet whole group and small group.
Break	
Math	Teachers will provide live instruction in essential standards following the Go Math scope and sequence, reinforcing fact fluency and problem-solving.
Reinforcing Learning	Reinforcing activities that will be completed by the students. These activities will reinforce direct instruction students receive from the teacher and practice essential skills.

Remote Schedules: Elementary

SAMPLE INSTRUCTIONAL DAY (3-5)

Class Meeting

Opening time for greeting, sharing, community circle or other social-emotional activity focused on connection for the cohort.

ELA/ELD

Teachers will provide live instruction in reading comprehension, vocabulary, grammar, and writing. Teachers will also provide designated and integrated ELD. Cohort will meet whole group and small group.

Break

Math

Teachers will provide live instruction in essential standards following the Go Math scope and sequence, reinforcing fact fluency and problem-solving.

Science / Social Studies

Teachers will alternate live instruction in units and topics on a weekly basis.

Reinforcing Learning

Reinforcing activities that will be completed by the students at home. These activities will reinforce direct instruction students receive from the teacher and practice essential skills.

Preferred Remote Schedule: Secondary

Secondary Remote Schedule

			Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	8:00 - 9:05	Class Period	Period 1	Period 3	Period 5	Period 1	Period 3
	9:05 - 9:25	Break					
	9:25 - 10:30	Class Period	Period 2	Period 4	Period 6	Period 2	Period 4
	10:30 - 11:45	Student Lunch Break & Teacher Prep					
Cohort B	11:45 - 12:50	Class Period	Period 1	Period 3	Period 5	Period 1	Period 3
	12:50 - 1:10	Break					
	1:20 - 2:15	Class Period	Period 2	Period 4	Period 6	Period 2	Period 4
	2:15 -	Athletics, Co-Curriculars, Clubs (On-Campus)				32	

Be Me and Post-Secondary Remote Schedule

- Provide live-virtual instruction and related services to our students enrolled in Remote Model
- Similar daily schedule for the Blended Model (once that is determined)
- Provide parent/guardian training opportunities to support their child in the home on the different skill areas
- Student can transition into Blended Model at any time (not contingent on trimester/semester)

Existing Alternative Teaching and Learning Models

CVUSD Family Choices:	<u>Location</u>	<u>Schedule</u>	<u>Instructional Delivery</u>	<u>Directed by</u>	<u>Curriculum</u>	<u>Grade Level</u>
Existing Alternative Teaching & Learning Programs Requires year-long commitment	On campus and/or at home	SHINE: Teacher-student meeting time, 1 hour/week	Parent directed instruction and weekly in-person or live-virtual meeting with teacher for support	Parent directed; teacher supported	District adopted & curriculum options	TK-12
		Century Academy: Teacher-student meeting time, 2 hrs/week	In-person instruction and reinforcing assignments/activities/practice	Teacher & student directed	APEX: Online UC A-G approved curriculum	6-12
		Independent Study: Teacher-student meeting time, 1 hr/wk	Independent-virtual or textbook assignments, and weekly in-person meeting with teacher for support	Teacher & student directed	District adopted	6-12

Learning Management System (LMS) Update

- Piloting two LMS: Schoology and Canvas
- Both offer considerable enhancements: improved organization, accessibility features, teacher collaboration, student assessments, progress monitoring, and usage analytics.
- Teachers from Reopen and Redesign *Educator Committee* were presented both options. Some teachers received training and access to both options for previewing. Teachers providing input via survey by Friday, June 26.
- High school summer school teachers are currently using Canvas and providing feedback.

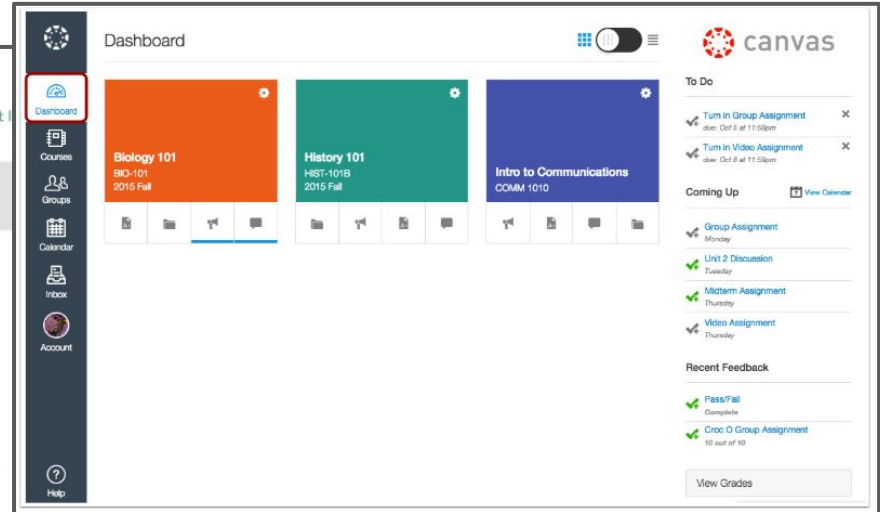
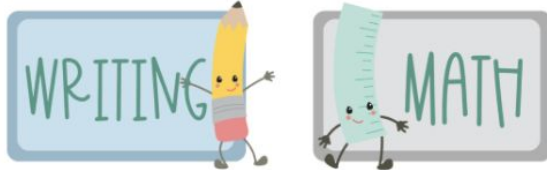
LMS Update: Canvas

"I like the [Canvas] layout better: it's closer to Google Classroom (which I just learned this spring) than Schoology. I also like the ability to transfer grades directly to Q. This is critical for me. I've also heard that neighboring districts use Canvas, so consistency is nice."

WELCOME

Add a short introductory (welcome) message in this spot. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer nec odio. Praesent ante dapibus diam. Sed nisi. Nulla quis sem at nibh elementum imperdiet. Duis sagittis ipsum.

CALENDAR LINKS HELP CONTACT



LMS Update: Schoology

“Schoology seems user-friendly and easy to navigate. It has an area to get notifications that is easily seen on the dashboard to let the teacher know a student has completed an assignment or a question.”

The screenshot displays the Schoology LMS interface. At the top, there is a blue navigation bar with the Schoology logo and menu items: COURSES, GROUPS, RESOURCES, TOOLS, a search icon, a grid icon, a calendar icon, a notification icon with a '3' badge, a user profile icon for 'Mr. Tho...', and a dropdown arrow. Below the navigation bar, the main content area is titled 'English 101: Section 1' and 'Awesome High School'. On the left side, there is a sidebar menu with options: Course Options, Materials, Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, Analytics, Workload Planning, and Conferences. The main content area features a rich text editor with a toolbar containing bold, italic, underline, list, link, and other icons. The text in the editor reads: 'Please be sure to return your signed Parent Permission Slips for the field trip by tomorrow! Please be sure to return your signed Parent Permission Slips for the field trip by tomorrow!'. Below the text editor, there is a 'Post' button and a 'Most Recent' dropdown. A post by 'Herbert Lopez' is visible, stating 'My name is Herbert and I've already read A Series of Unfortunate Events. It is my favorite book!' with a timestamp of 'Thu Jun 21, 2018 at 2:52 pm'. Below this, a comment by 'Edna Anderson' says 'I've read it too, I LOVE IT!' with a timestamp of 'Thu Jul 12, 2018 at 1:49 pm'. On the right side, there is a 'Reminders' section with '2 ungraded assignment submissions' and '1 ungraded discussion post'. Below that is an 'Upcoming' section with '16' events, including 'Field Trip' on Monday, July 16, 2018, 'Romeo and Juliet Discussion' on Wednesday, July 18, 2018, 'Field Trip Homework' on Thursday, July 19, 2018, and 'Composition Quiz' on Friday, July 27, 2018.

Next Steps: Reopen and Redesign

- Finalize student schedules (Blended and Remote)
- Communicate to all families and staff
 - Update Reopen and Redesign website
 - Interactive videos
 - Webinars for CVUSD families
- Send Family Request Forms with program descriptions and videos (English/Spanish)
- Send Staff Preference Forms
- Professional learning for staff