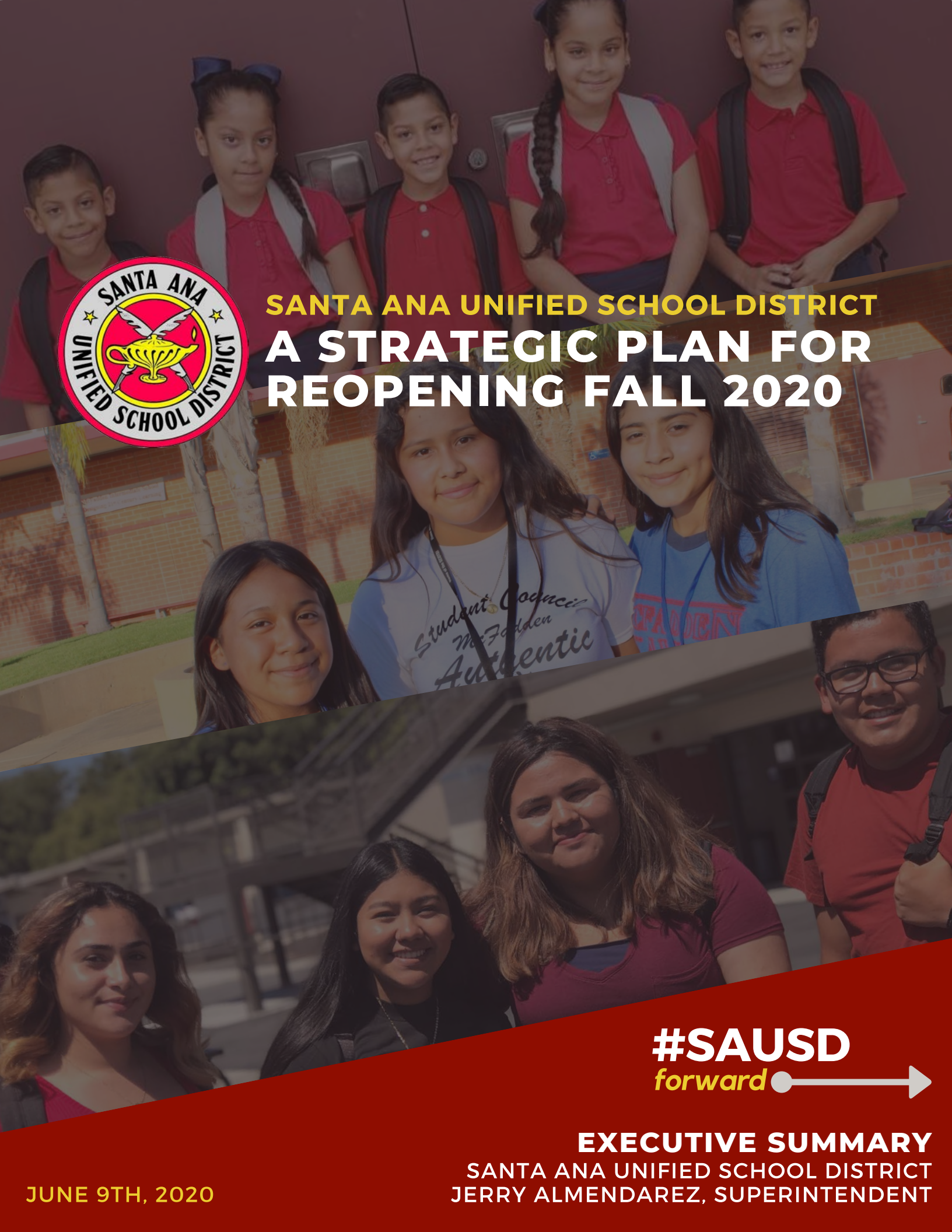**SANTA ANA UNIFIED SCHOOL DISTRICT**

# A STRATEGIC PLAN FOR REOPENING FALL 2020

**#SAUSD**
*forward*

**EXECUTIVE SUMMARY**
SANTA ANA UNIFIED SCHOOL DISTRICT
JERRY ALMENDAREZ, SUPERINTENDENT

JUNE 9TH, 2020

# What was our Journey?

Under the direction and guidance of the Board of Education, the Superintendent, and Executive Cabinet, a cross-functional, multidisciplinary design team was created called SAUSD's Innovation Design Team (IDT) to develop a comprehensive plan for SAUSD's reopening in the fall. In order to design extraordinary and equitable learning for ALL students in SAUSD, the IDT was charged with:

- eliciting stakeholder input and feedback
- identifying critical areas of need
- action planning
- providing key recommendations
- developing systems

Through periods of intense planning and design, the team identified six (6) target areas that must be addressed in the comprehensive plan for reopening. Specific guidelines/recommendations were developed for each identified target area and were then assigned to specialized teams for further focus and refinement. All of the guidelines/recommendations in this comprehensive plan will guide the development of site-specific innovation plans for reopening.

# How did we elicit stakeholder input?

In addition to parent, student, and staff surveys, we plan to hold empathy interviews with students during our summer programs, and host four (4) parent forums where parents will be able to ask questions and provide feedback on the plan.

# What is our timeline?
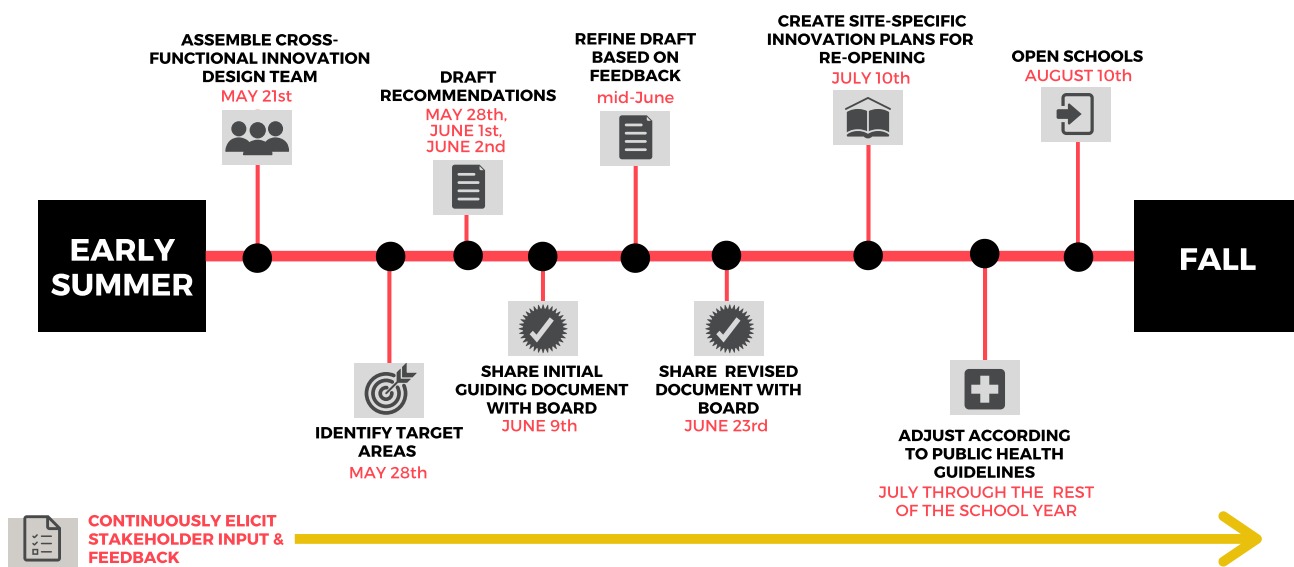


We assembled our cross-functional, multidisciplinary design team, and held our first meeting on May 21st. By our second meeting on May 28th, we identified 6 target areas that needed to be addressed in our comprehensive plan for reopening. The IDT drafted guidelines/recommendations for all 6 target areas during meetings that took place on May 28th, June 1st, and June 2nd. Our initial draft of the document will be shared with the Board of Education on June 9th. The IDT will refine the document based on feedback given by the Board of Education, parents, students, and staff. The revised plan will be shared with the board at the June 23rd board meeting. Based on the guidelines given in the plan, schools will create site-specific plans that are due for review on July 10th. Site-specific plans will be adjusted according to public health guidelines and as circumstances change.

# Why an Innovation Design Team?

*Innovation Design Team*
SAUSD has engaged in an innovative and unique process that engaged multiple stakeholders, and was designed intentionally to ensure a thorough, inclusive, and comprehensive plan. The unique nature of the IDT ensures that a broad cross-section of stakeholders from across SAUSD are part of the planning process for reopening SAUSD.  Bringing people together with different perspectives working toward the common goal of creating more equitable and extraordinary learning for our students will serve to ensure a unified, coherent and efficient operationalization.

*Design Sprints*
The cross-functional team engaged in a series of design sprint protocols to gather and create multiple forms of input in order to establish common shared goals and targets. Our initial design sprint centered around critical areas of need to be considered and key decision points, which resulted in the identification of 6 target areas. The team then engaged in another round of design sprints to create a comprehensive set of guidelines/recommendations aligned to California's established stages of reopening.

*Focus Forward Teams*
Focus forward teams have been selected and are charged with reviewing and refining the guidelines/recommendations created by the IDT in order to provide guidance for the creation of final plans at the site level.

*The following departments were represented in the Innovation Design Team.*

- Superintendent
- Executive Cabinet
- SAEA (Santa Ana Educator's Association)
- CSEA (California School Employees Association)
- Educational Services
- Teaching & Learning
- School Performance & Culture
- Business Services
- Special Education/SELPA
- Facilities & Governmental Relations
- Early Childhood
- Elementary Education
- Secondary Education
- Human Resources
- Nutrition Services
- SAUSD police

- Administrative Services
- Teachers (elementary, intermediate, high school)
- Principals (elementary, intermediate, high school)
- Technology Innovation Services
- Community Relations
- Family and Community Engagement
- Extended Learning
- Research & Evaluation
- College & Career Readiness Counseling
- SPART Team
- Nutrition Services
- Grant Writing
- Classified Professional Development
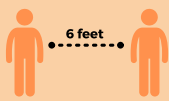- School Nurse
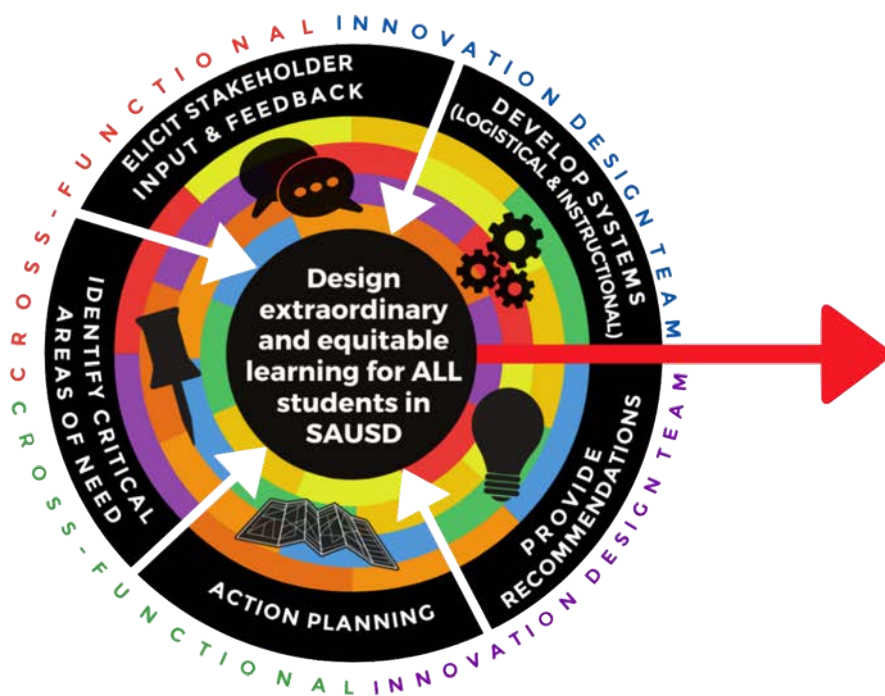


# What is our Purpose?

A coordinated  and comprehensive response is essential to the health, safety and well-being of staff, students and families. This plan has been built based on the guidance and recommendations of national, state and local health officials. SAUSD's response will be coordinated with the responses of our local, state and national experts, and we will  align our efforts with those of the highest expertise.

# How do SAUSD's 4 Stages compare to California's Guidelines?

SAUSD had developed a 4-stage health emergency response aligned with California's staged response. The table below shows the alignment between California's stages and SAUSD's stages:

| | CALIFORNIA DESCRIPTION: | SAUSD DESCRIPTION: |
|---|---|---|
| **STAGE I** | **Safety and Preparedness:** Stay at home except for essential and permitted activities | **Highest Risk:** Shelter in place; learning is solely remote, but accountable and responsive teaching and learning in place; meals are provided "grab-and-go" at designated locations |
| **STAGE II** (6 feet) | **Lower-risk workplaces:** Gradually opening some lower risk workplaces with adaptations at a pace designed to protect public health. | **Medium Risk:** Social distancing measures are implemented; online, hybrid, and on-ground options available; strict protocols for health and safety in place for staff, students, families and visitors. |
| **STAGE III** | **High-risk workplaces:** Phase in higher-risk workplaces at a pace designed to protect public health and safety, beginning with limited personal care and recreational venues (with workplace modifications) | **Minimal Risk:** Full return to in person learning with exceptions where necessary; protocols for health & safety maintained |
| **STAGE IV** | **End of Stay at home order:** Gradually open larger gathering venues at a pace consistent with public health and safety, such as nightclubs, concert venues, and live audience sports. | **Negligible Risk:** Normal operations; poised and prepared to revert to stages 1, 2 or 3 immediately and with minimal disruption to student learning |

# What are our Guiding Principles?

This framework guides all of our decisions and recommendations. Every aspect of the plan shall align with the following four (4) guiding principles:

*We are committed to providing the highest quality learning experiences for all students*
All students shall receive high quality, innovative instructional learning that supports their academic, social-emotional development and accessibility needs.

*We are committed to supporting the individual needs of all students and families*
Every decision will consider how the unique needs of students and families will be met in order to support their academic, social-emotional development and accessibility needs.

*We are committed to ensuring the health, safety and well-being of all students and staff*
The health and safety of our students and staff alike will be ensured through the implementation of policies, protocols, and practices across the District.
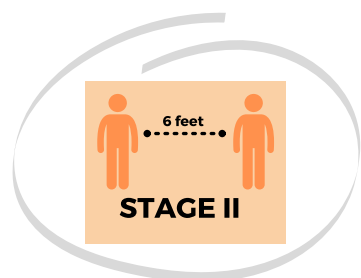
*We are committed to providing clear communication throughout all transitions to stakeholders*
SAUSD will utilize a wide range of channels to provide consistent, accurate, clear and timely communication and messaging that flows to and from the District to stakeholders in order to inform all decisions.

# What are SAUSD's 6 Target Areas & Key Recommendations?

| Target #1 | Target #2 | Target #3 | Target #4 | Target #5 | Target #6 |
|---|---|---|---|---|---|
| HEALTH, SAFETY, & BASIC NEEDS | FLEXIBLE & INNOVATIVE DESIGN | REIMAGINING STUDENT LEARNING | WELLNESS | PROFESSIONAL LEARNING & ACCOUNTABILITY | STAKEHOLDER ENGAGEMENT |

A summary of **Stage II zones** and considerations are included in this section. Please see the page in the comprehensive document for Stage I & III for all Target Areas.

6 feet

**STAGE II**



**Guidelines for TARGET #1: HEALTH, SAFETY, & BASIC NEEDS**

# What are our Stage II recommendations for Target Areas 1-6?

## Target #1 - Health, Safety, and Basic Needs

STAGE II considerations/recommendations:

- **Custodial teams** - Daily disinfecting and cleaning of common touch points
- **School wide health protocols** - Designated student/staff sector groups, air quality control, contact control, temperature screening, hand washing/sanitizing protocols when entering/exiting classrooms
- **Response to illness detection** - High-risk staff, students and visitors identification, health monitoring rooms, separating symptomatic individuals, re-entry protocols
- **PPE** - Students, staff, and visitors wear masks, hand sanitizer available for frequent use, and other PPE (gloves, face shields, barriers) as needed
- **Classrooms supplies** - Individual student supply packs, shared supplies cleaned daily, school-wide policies, sanitizing supplies and eating in classrooms
- **Communication of Expectations** - Training, school-wide policies, and publicity supporting Health, Safety and Basic Needs

## Target #2 - Flexible and Innovative Design

STAGE II considerations/recommendations:

- **Classrooms** - Facilities utilized so that students and teachers maintain social distance consistent with health guidelines in relation to the size of the classroom
- **Outside of the Classroom** - Social distance supported via traffic flows and markers in flexible common spaces, entrance/exit points, bathrooms and hydration stations as well as adjusted bus loads and seating patterns
- **Instructional Schedules** - Offer Traditional, Hybrid, and Continuous Distance Learning instructional models, through schedules aligned with State instructional minute requirements including Alternating Days on/off site, Targeted Distance/Remote Learning, and Partial Day (AM/PM); maintain social distancing while maximizing Preschool/Elementary access to on site learning; provide in-person, tiered supports based on individual needs as much as possible
- **District Office and Departments Schedules** - Rotate onsite/ remote work schedules with on-site rotations and video/teleconferencing solutions

# What are possible instructional models?
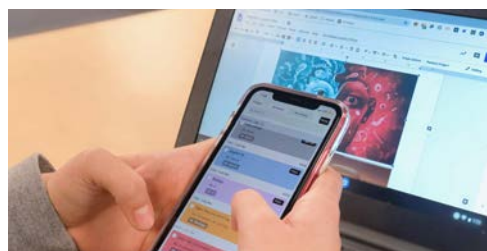


| COMPLETELY ONLINE | HYBRID | TRADITIONAL |
|---|---|---|
| • 5 days a week virtual/live instruction from home<br>• Personalized daily instruction and support<br>• Access to online extra-curricular activities<br>• Available for Stages I - IV<br><br>*with the option of using an onsite lab available for stages II-IV* | • Cohort-based models with grouping and scheduling options - *see examples below*<br>• Access to extra-curricular activities when possible.<br>• Available for Stages I - IV | • 5 days a week in-person instruction<br>• Full day structure with access to before and after school programs (extra-curricular activities)<br>• School-based activitiesExtended day TK-K programs<br>• Available only during Stage IV |

**Cohort Model:** a hybrid learning system where classes are divided into smaller groups who attend in-person learning at school sites at designated times or days to support social distancing efforts. For example, a 4 Cohort Model would mean that students spend 25% of their instructional time on campus and the remainder of their time distance learning synchronously and/or asynchronously.

- **Grouping:**
  - **2, 3, or 4 cohorts** of students are created for each traditional "class". Each cohort rotates for on-campus learning

- **Scheduling:**
  - **A/B days:** cohorts attend school on alternating days
  - **AM/PM:** cohorts attend school for three hours in the morning (8:00 - 11:00 am) or three hours in the afternoon (12:00 - 3:00 pm)
  - **Alternative Weeks:** Cohorts rotate by attending school for one week on campus and one week at home

# What are some scheduling ideas?

**Example of a 4 Cohort Model with AM/PM and M/Th - Tu/Fr Days**
(each cohort on campus 2 days per week)
Benefit: Maximizes social distancing

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Cohort A (8-11 am) | Cohort C (8-11 am) | TEACHER PLANNING & ONLINE CHECK-IN | Cohort A (8-11 am) | Cohort C (8-11 am) |
| Cohort B (12-3pm) | Cohort D (12-3pm) | | Cohort B (12-3pm) | Cohort D (12-3pm) |

**Example of a 2 Cohort Model with 2 consecutive day rotations** (each cohort on campus 2 days per week)
Benefit: Maximizes social distancing

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Cohort A | Cohort A | TEACHER PLANNING & ONLINE CHECK-IN | Cohort B | Cohort B |

**Example of a 2 Cohort Model with A/B Days**
(each cohort on campus 2 days per week)
Benefit: Maximizes social distancing

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Cohort A | Cohort B | TEACHER PLANNING & ONLINE CHECK-IN | Cohort A | Cohort B |

# Target #3 - Reimagining Student Learning
STAGE II considerations/recommendations:

- **Instructional Vision** - Implement a shared vision to promote equitable access to innovative instructional models with research-based, best practices, and social-emotional learning (SEL) supported by a common language and expectations
- **Maximum Impact** - Determine current student levels (Reading, ELA, Mathematics and SEL) in order to provide streamlined rigorous standards-aligned grade level content with appropriate scaffolding
- **Instructional Delivery** - Build teacher capacity to strategically and purposefully utilize technology and district-supported software/programs and pedagogy to support student learning through innovative distance learning options, SEL embedded strategies, and an appropriately balanced student workload

# Target #4 - Wellness
STAGE II considerations/recommendations:

- **Site Social Emotional Learning (SEL) Team** - Each site SEL team will facilitate a blended support model for families who choose to continue remote learning options.
- **SEL** - Teachers to provide informal check-ins with students
- **Policies and Practices** - Consistent and  widely communicated  policies will address student physical, mental and emotional health.

# Target #5 - Professional Learning and Accountability
STAGE II considerations/recommendations:

- **Professional Development** -  Staff and students PD related to Health and Safety Protocols, Technology Use, Innovative Distance Learning Models, and SEL; PD options within the days/hours within the work year schedule include an learning institute on-going PD hours, designated PD day/time block, and on-going teacher PLCs; Virtual stakeholder training (families/community) will be provided in multiple languages.
- **Expectations and Accountability** - All staff are expected to adhere to ethical and professional expectations for working remotely. All teachers are expected to participate in PD to build their capacity to successfully deliver distance learning and  hybrid instruction, assess student learning to differentiate instruction.

# Target #6 - Stakeholder Engagement
STAGE II considerations/recommendations:

- **Stakeholder Input** - Qualitative and quantitative stakeholder feedback will be collected, contact methods include virtual town hall/listening sessions, virtual suggestion box/helpline, FACE worker outreach, site events such as coffee with the principal, focus groups, forums, surveys, and phone calls.
- **Broad Communication** - Strategies for on-going communication include: administrator's communications toolkit, Parent Square, Robocalls, Phone Trees, Websites, Social Media, Community forums, Voxer, letters, texts, signage, marquees, board meetings/ superintendent's report, signage on district vehicles, and SAUSD app, flags to designate protocol level, monthly and department newsletters.
- **Parent Education and Engagement** - Parent education and engagement must begin with where they are through ongoing, tiered training on technology access, distance learning programs, accessing platforms and resources, the importance of virtual learning at home, and best practices to support learning at home.

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