

File No. 200412 Committee Item No. 1
Board Item No. _____

COMMITTEE/BOARD OF SUPERVISORS
AGENDA PACKET CONTENTS LIST

Committee: Joint City Schools Select Committee Date August 14, 2020

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| <input type="checkbox"/> | <input type="checkbox"/> | Motion |
| <input type="checkbox"/> | <input type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
| <input type="checkbox"/> | <input type="checkbox"/> | Budget and Legislative Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Youth Commission Report |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Introduction Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Information Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Subcontract Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Form 126 – Ethics Commission |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input type="checkbox"/> | <input type="checkbox"/> | Application |
| <input type="checkbox"/> | <input type="checkbox"/> | Public Correspondence |

OTHER (Use back side if additional space is needed)

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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>Referral FYI Hearing 042920</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>SFUSD PPT 061220</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>SFUSD PPT 072420</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>CCSF PPT 072420</u> |
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Completed by: Erica Major Date August 5, 2020



Maria Su, Psy.D.
EXECUTIVE DIRECTOR



London N. Breed
MAYOR

Neighborhood-based Community Learning Hubs

Board of Supervisor
Joint Select Committee
July 24, 2020



Key Rational



- SFUSD has planned for **distance learning** for the Fall 2020-2021 Academic year
- There were a significant number of children who did not fully benefit from distance learning since Shelter-In-Place Order was issued
- The American Academy of Pediatrics, the CDC and CDE all agree that children need in-person learning to prevent further decline in academic and social-emotional development
- As the City reopens our economy, parents/guardians need safe places for their children to go during the day
- Public transportation is projected to operate **at 30% of normal capacity** by end of August

What is a Community Learning Hub?



- These are neighborhood-based facilities (i.e. Rec Centers, Libraries, CBO facilities, Cultural Centers, City College, and other City owned buildings) that will provide in-person supports for children, and youth.
- Community Hub hours of operation will accommodate working parents. They will include early drop-off and late pick-ups.
- Hubs will be managed and operated by DCYF's CBO partners.
- Hubs will provide CYF access to technology devices to aide in distance learning.
- Hubs will provide social-emotional supports for CYF.



Main Components of CLH

All Community Learning Hubs will be neighborhood-based and led by CBOs.

Learning and Core Supports

- K-5th Literacy, STEAM and Physical Activities
- 6th-8th Academic Supports, STEAM and Physical Activities
- 9th-12th Academic Supports, Career and College Readiness
- All Sites Distance learning supports

Phase 1, Starting September 14th

TBD

Additional Supports

- Snack, Lunch and Supper
- Family Resources
- Mental health and well-being supports

Target Populations for CLH



- Residents of HOPE SF
- Residents of Public Housing
- Residents of SRO's
- Homeless youth
- Foster Care youth
- English Language Learners
- African American
- Latinx
- Pacific Islander
- Low-income Asian

Students by Grade, SubGroups & Programs (TK-12)

TRANSITIONING STUDENTS

- 428 TK students
- 4,282 kindergartners
- 3,858 6th graders
- 3,846 9th graders

A total of 56,287 students enrolled TK-12

BY GRADE LEVEL

- 26,891 are in **grades K-5**
- 12,002 are in **grades 6-8**
- 17,394 are in **grades 9-12**

A total of 56,287 students enrolled TK-12

BY PROGRAM

- 44,114 are in **general education**
- 1,446 are in **SDC**
- 1,302 are enrolled in a **newcomer pathway**
- 9,569 are enrolled in a **biliteracy or immersion pathway**

Other Student Demographics (TK-12)

OTHER DEMOGRAPHIC DATA

- 2,247 students live in **Public Housing**
- 1,442 students are **Homeless**
- 23,934 students are eligible for **Free Reduced Price Meals**
- 45% of all students live in 4 **densely populated zip codes**
 - 94112 Ingleside/Excelsior - 8,690 students - 16% of all students enrolled in SFUSD
 - 94124 Bayview Hunters Point - 5,992 students - 11%
 - 94134 Vis Valley/Sunnydale - 5,048 students - 9%
 - 94110 Inner Mission/Bernal - 4,875 students - 9%
- About 700 students live outside of San Francisco, and over 400 of these students are African American/Latinx/Pacific Islanders.

OTHER DEMOGRAPHIC DATA

- 7,883 **IEPs**
 - 3,728 Grades EED to 5
 - 1,767 Grades 6 to 8
 - 2,388 Grades 9 to 12 +
- 16,764 **English Learners**
 - 11,105 Grades EED to 5
 - 2,547 Grades 6 to 8
 - 3,112 Grades 9 to 12
- 223 **Foster Youth**
 - 96 Grades EED to 5
 - 43 Grades 6 to 8
 - 84 Grades 9 to 12

Residential Patterns by Zip Code

45% of Students Live in 4 Zip Codes

Zip	Neighborhood	EED	K-5	6-8	9-12	Total	% Total
94112	Ingleside Excelsior	317	3,749	1,823	2,801	8,690	15.9%
94124	Bayview-Hunters Point	331	2,687	1,166	1,808	5,992	11.0%
94134	Vis Valley/Sunnydale	181	2,166	1,060	1,641	5,048	9.2%
94110	Inner Mission/Bernal	162	2,352	906	1,455	4,875	8.9%
94122	Sunset	91	1,862	791	1,107	3,851	7.1%
94116	Parkside/Forest Hill	92	1,663	716	1,079	3,550	6.5%
94121	Outer Richmond	83	1,319	587	791	2,780	5.1%
94132	Lake Merced	53	744	378	621	1,796	3.3%
94102	Hayes V/Tenderloin	93	766	301	506	1,666	3.1%
94118	Inner Richmond	57	854	350	400	1,661	3.0%
94103	South of Market	86	750	287	489	1,612	3.0%
94133	N Beach/Chinatown	48	615	301	477	1,441	2.6%
94109	Polk/Russian Hill	65	674	272	423	1,434	2.6%

2019-20 Enrollment Snapshot

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Zip	Neighborhood	EED	K-5	6-8	9-12	Total	% Total
94131	Twin Peaks Glen Park	40	768	263	358	1,429	2.6%
94127	St. Francis /Miraloma	13	669	254	383	1,319	2.4%
94115	Western Addition	71	634	233	370	1,308	2.4%
94117	Haight-Ashbury	49	711	226	247	1,233	2.3%
94107	Potrero Hill	39	591	219	326	1,175	2.2%
94114	Castro/Noe	23	469	121	208	821	1.5%
*Outside SF	Interdistrict	54	324	113	200	691	1.3%
94108	Chinatown	34	277	139	214	664	1.2%
94158	Mission Bay	23	226	78	99	426	0.8%
94123	Marina	34	145	43	48	270	0.5%
94105	South of Market	19	133	54	49	255	0.5%
94130	Treasure Island	9	114	30	70	223	0.4%
94129	Presidio	27	89	43	48	207	0.4%
94111	North East Waterfront	4	71	31	52	158	0.3%
Other SF		3	18	6	9	36	0.1%

691 Students Live in 52 Cities Outside SF

81% live in these 10 cities

City	#	% Total
Daly City	230	34%
Richmond	85	12%
Oakland	74	11%
S San Fran	45	7%
Vallejo	35	5%

City	#	% Total
Pacifica	20	3%
San Pablo	20	3%
Pittsburg	18	3%
San Leandro	18	3%
Antioch	14	2%



Timeline



- July 23, 2020 Announcement of Community Learning Hubs
- August 15, 2020 Registration opens
- September 4, 2020 Registration closes
- September 14, 2020 Community Learning Hubs start

For more information please go to [DCYF.org/care](https://www.dcyf.org/care)



Impacts of COVID-19 on City College of San Francisco

Joint City, School District, and City College Select Committee
July 24, 2020

Impact on Instruction

- Summer 2020
 - All instruction (credit and noncredit) delivered remotely, mostly with existing online classes
 - Pivoted to continue support for dual enrollment SFUSD classes

Impact on Instruction – Fall 2020

- Current SFDPH guidance prohibits nearly all in-person instruction in higher education institutions
 - Instruction only allowed when students are simultaneously performing essential service (e.g., nursing student in clinical settings)
- Most classes will be remote
 - Remote instruction will include both credit and noncredit classes
- Planning for phased in in-person instruction in certain areas, including:
 - CityBuild
 - Allied Health Programs
 - Construction
- Anticipating additional state and local guidance in next few weeks

Changes in Instructional Policies

- In Spring and Summer 2020, implemented changes in policies to expand access to Excused Withdrawals and Pass/No Pass Grading
 - Excused withdrawals were automatically applied when students dropped.
 - Excused withdrawals have no impact on GPA, academic standing, or course repetition. Full refund of enrollment fees, including Free City students.
 - Pass/no pass option was available to all classes, and window for selecting pass/no pass was expanded
- Awaiting further state guidance before establishing policies for Fall 2020

Faculty Training

- Office of Online Learning has spent the summer conducting mandatory faculty training in successful remote teaching
- Topics include:
 - Use of Canvas (the College's learning management system)
 - Best practices in using Zoom in the remote classroom
 - Creating and curating accessible course content
 - Requirements for Federal and State compliance including Regular and Effective Contact.
 - Basics of online learning pedagogy specific to human presence and equity.
- Over 700 faculty have been trained

RETENTION & OUTREACH PLAN

Due to increasing number of student withdrawals/drops for Spring 2020, Student Affairs led a Retention and Outreach Workgroup

- Collaboration between Student Affairs, Academic Affairs and Institutional Research
- Targeted specific student groups
- Communication Plan: Text, Email and Phone

Retention Plan

- Audit Ed Plans Connect students with counseling
- Connect students with Career Ed Programs or Workforce Specialist
- Determine which students are in cohorted programs, work with Program Coordinators for outreach
 - EOPS, CalWORKs, Puente, WADP
- Course Repeatability
 - Advertise that students can repeat course that they dropped, retake it for a future semester
- Identify Short Term certificate programs that are in high demand right now to leverage FTES

Survey Results

- Students, faculty, staff, and administrators had access to a survey conducted by the RP Group to measure COVID impact
 - Over 1,600 students and
- Local results now available:
 - [Link to student results](#)
 - [Link to faculty/staff/administrator results](#)
- RP Group working on a statewide report in conjunction with CCCCO
 - Expected publication early September
- Office of Distance Education collected feedback from students on Canvas usage to inform summer training.





SFUSD's Approach to Fall Learning Update

July 24, 2020

Agenda for Today

- Overview of Fall Learning School Planning Process
- Information Collection
 - Stakeholder Engagement
 - Teaching & Learning
 - Personnel
 - Logistics
- Recommendation and Next Steps

Overview of Fall Learning School Planning Process

Core Values



STUDENT
CENTERED



FEARLESS



UNITED



SOCIAL
JUSTICE



DIVERSITY
DRIVEN

WE ARE



SFUSD

Our Mission

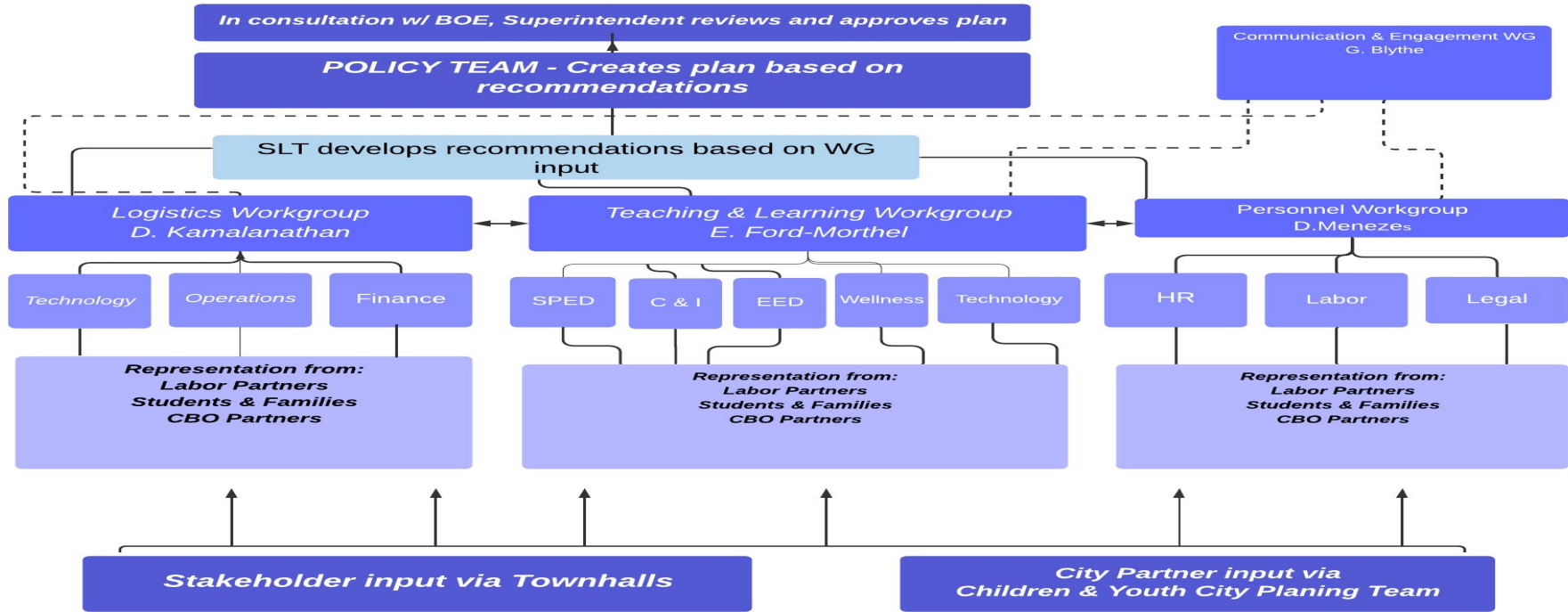
Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

Goal of Fall Learning Planning Process

The ultimate goal of the process is for the Policy team to get answers to four questions:

- 1) What are our guiding principles for making decisions? (equity, flexibility, health and safety, learning and student well-being)
- 2) What are OUR real possible learning options?
- 3) Do we have the logistics, staff agreement and learning strategies to make any, all, none of the options a reality?
- 4) What is our July 28th recommendation to the Board of Education for what learning looks like beginning August 17th?

Approach to Fall Learning process

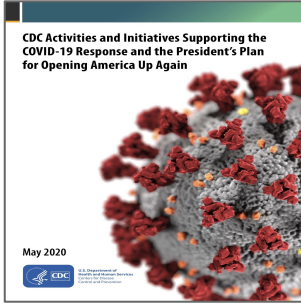


Timeline

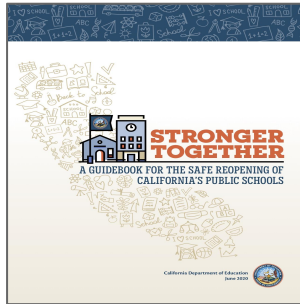


Information Collection

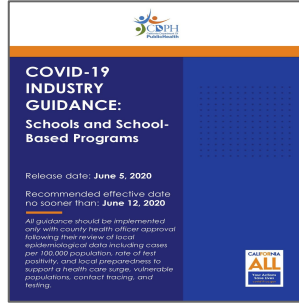
Guiding Documents



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



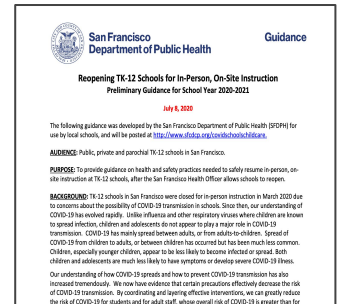
[CA Department of Education \(CDE\)](#)



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



[Assembly Bill 77 \(AB77\)](#)
[Senate Bill 98 \(SB98\)](#)



[SFDPH Guidance](#)



[CDPH In-Person Re-Opening Directive](#)



[California Interscholastic Sports Federation](#)

Governor Newsom's July 17 Order to reopening.

Key points:

- Each county must be off the state's watch list for 14 consecutive days to allow schools to reopen
- Guidance addresses protective equipment, cleaning protocols, and staff/teacher preparation

The mandates mark a shift from leaving decisions over closing and reopening schools largely in the hands of local school district officials in consultation with county departments of health. The California Department of Public Health will now play a stronger role in setting the criteria for reopening school facilities. - [EdSource](#)

SFDPH
Preliminary
Guidance for
when schools
re-open for
school Year
20-21

Purpose: 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 in alignment with CDPH directive.*

SB 98: Instructional Minutes

For the 2020–21 school year, the minimum school day for a local educational agency is as follows:

- (a) 180 instructional minutes in kindergarten.
- (b) 230 instructional minutes in grades 1 to 3, inclusive.
- (c) 240 instructional minutes in grades 4 to 12, inclusive.
- (d) 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.
- (e) 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.
- (f) 180 instructional minutes for pupils enrolled in a continuation high school.

SB 98- Distance Learning

(2) Distance learning may be offered under either of the following circumstances:

(A) 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.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

a) The compulsory education requirements described in Section 48200 continue to apply for the 2020–21 school year.

(b) A local educational agency shall offer in-person instruction to the greatest extent possible.

(c) For the 2020–21 school year, for purposes of the requirement on school districts to offer 180 instructional days per school year pursuant to Section 46208..., an instructional day is a day in which all pupils are scheduled for the length of the day established by the governing board or body of the local educational agency in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the minimum requirements described in this part.

“As schools begin to plan for reopening, they must actively and authentically engage parents and caregivers, families, and students in the decision-making process in order to build trust and credibility for any plans that are implemented. Establish a common protocol for regular and consistent communication to students and families. Consider a data management platform to collect, house, and disaggregate community input data on a regular basis.”

- CDE Guidance on Reopening Schools

- 7 Town Hall Sessions
- Work Groups
 - Teaching & Learning
 - Logistics
 - Personnel
- Staff Survey
- Family Survey

Stakeholder Engagement

Communication & Stakeholder Engagement

Town Hall + Survey Planning Input

Gentle Blythe, Lead

SFUSD Departments	Advisory Committees	Community Partners
<ul style="list-style-type: none"> ● African American Achievement & Leadership Initiative ● Communications ● Community Partnerships ● Family Partnerships & Empowerment ● Indian Education ● Multilingual Pathways ● Pacific Islander Family Coordinator ● Policy & Operations ● Special Education 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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)

Town Hall Dates

7/6/20 3:00 - 4:30

Teacher Town Hall

7/7/20 11:00 - 12:30

Staff Town Hall

7/7/20 6:30 - 8 PM

Family Town Hall (Cantonese)

7/8/20 10:30 - 12:00

CBO Partners Town Hall

7/8/20 6:30 - 8 PM

Family Town Hall (English Language +)

7/9/20 6:30 - 8 PM

Family Town Hall (Spanish Language)

7/9/20 1:00 - 2:30 PM

Student Town Hall

SFUSD Fall Learning Town Halls: Participant Summary (Thought Exchange data)

7 Town Halls across **4** days

 **16,030** thought participants (cumulative)*

 answered **13** questions;

 shared **23,898** thoughts;

 and rated **376,418** thoughts

*Includes participation outside of town hall events



Exchange participants during Town Halls: More than 4,000 in Family Town Halls, more than 1,200 in the Staff and Teacher/Paraeducator, hundreds at the Student and Community Partner Town Hall

Number of Thought Exchange Participants at SFUSD's Learning Town Halls

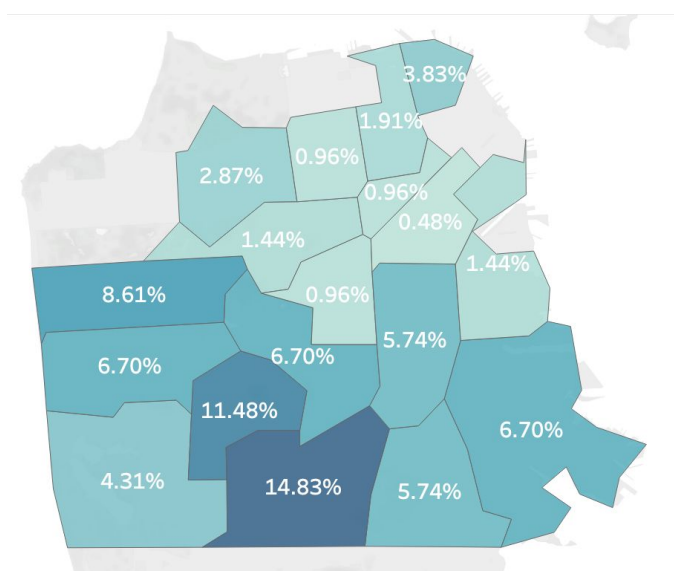
Event	Count of Participants
Teacher and Paraeducator Town Hall	923
Staff Town Hall	334
Cantonese Town Hall for Families	602
Community Partners Town Hall	264
English Town Hall for Families	3,049
Student Town Hall	210
Spanish Town Hall for Families	382

Source: Thought Exchange Account Level Utilization Report. Date: Data extracted 7/10/20. Definition: Number of participants is based on the highest number of participants for any one Thought Exchange question during a given Town Hall event (there were 2-4 per event). "Participant" includes anyone who agreed to the Thought Exchange terms of use and entered the Thought Exchange platform. Anyone could participate in any Town Hall. YouTube and SF Gov TV viewer data not included.

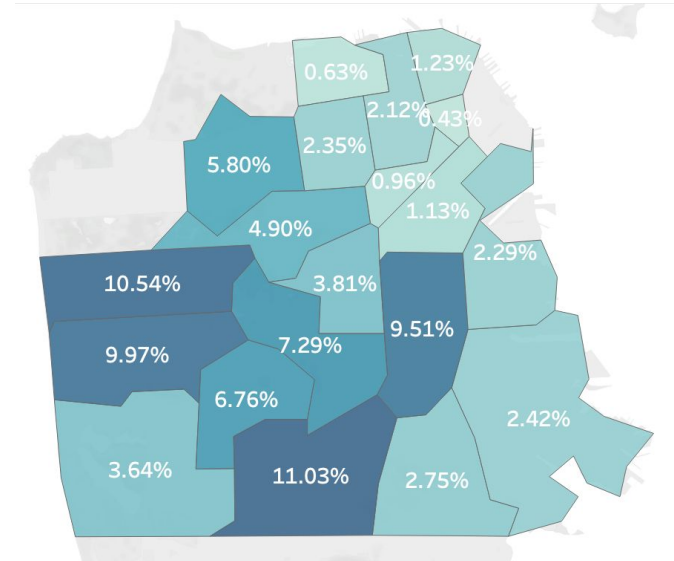


Town Hall Participants by ZIP code

Students (n = 210)



Families (n = 3,049)



Source: Thought Exchange Discover Dashboard. **Date:** Data extracted on July 9. **Definition:** Number of participants is based on the highest number of participants for any Thought Exchange during a given Town Hall event (there were 2-4 per event) for those events at which participants had the option of sharing their ZIP codes. “Participant” includes anyone who agreed to the Thought Exchange terms of agreement and entered the Thought Exchange platform. Anyone could participate in any Town Hall.

Themes that emerged from the Town Halls across all stakeholder groups

Across multiple stakeholder groups, the top 5 themes can be summarized as regarding:

1. Safety

Examples: testing, asymptomatic transmission, outbreaks, social distancing, vulnerable populations

2. Consistency in distance learning

Examples: district wide distance learning plans to reduce variability across sites, access to training, access to technology, plan for students who are falling behind academically

3. Choice

Examples: working from home, in-person, hybrid, distance learning

4. Equity

Examples: increase support for mental health, increase connection with African American, Hispanic/Latino, SpEd, EL students (among other groups)

5. Social interaction

Examples: more interaction between students, between staff, between students and staff

Top questions that emerged from the Town Halls across all stakeholder groups

Safety

What about district employees who may be at higher risk of infection and cannot return to work safely as others?

What happens if students/or staff members get COVID once school reopens?

How are you going to make sure students who don't normally listen stay 6 feet away?

Distance learning

Will teachers get taught to do distance learning better?

What will grading look like?

How to keep students engaged in learning and feeling valued for their work?

Transportation

How will we go to school if there are no bus lines?

Choice

Can students and teachers choose which option (in person...hybrid...stay home 100%) they feel is best?

Can we choose to do online learning even if district decides to go in-person?

Teaching & Learning Members

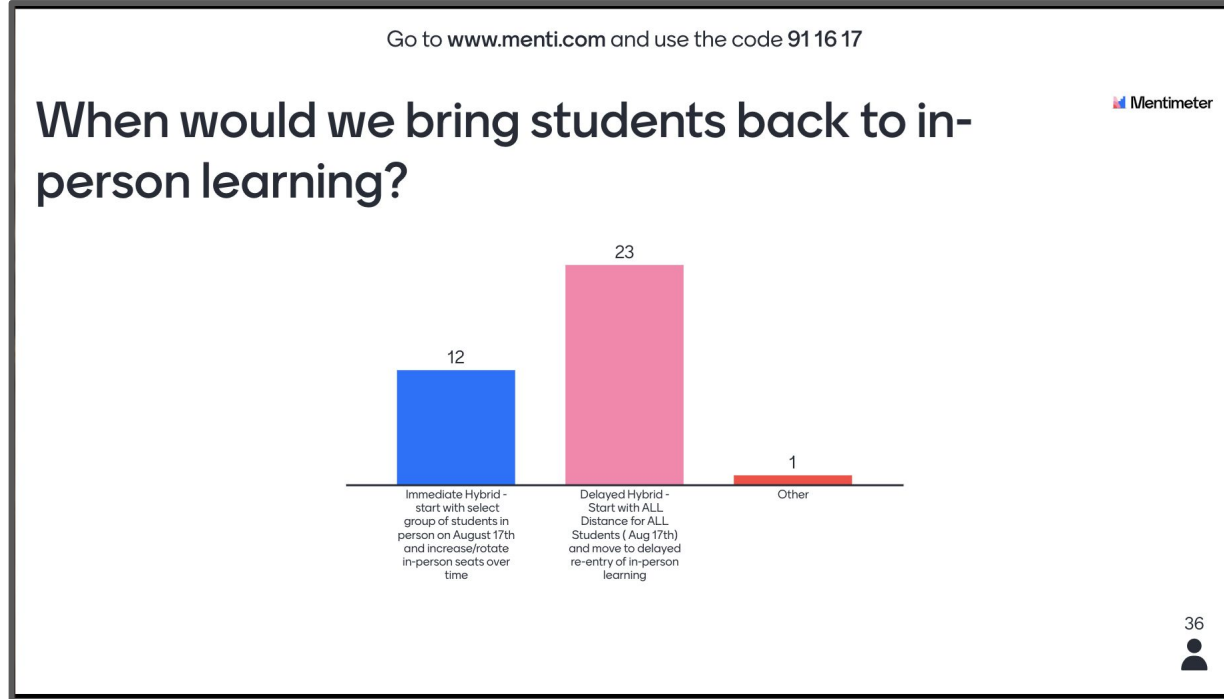
Enikia Ford-Morthel - Lead
Geri Almanza - UE
Donny Aoieong-SEIU
Ana Avilez - DELAC
Lorraine Bowser-SEIU
Megan Caluza - UE
Michelle Cody - UE
Silvia Cordero, UA
Melissa Dodd, DoT
Shavonne Foster - Student
Takija Gardner - CBO
Phil Halperin - Community
Kevin Hartzog - UE
Betzabe Herrera - Student
Sharon In-PAC

Dr. Nicole Priestly, C&I
Mele Lau-Smith, SFCSD
Angie Miller -Legal
Latoya Pitcher -EDD CAC
Jean Robertson-SPED
Patricia Ross- UE
Nelly Sapinski - CBO
Maria Su - SF City
Lance Tagamori - UA
Kathleen Walker -UE
Stanley Wong- Local 21
Meenoo Yashar, EED
Ritu Khanna, RPA

Teaching & Learning

- Participated in 2 Day Design Sprint to Rethink School, followed by 3 working group convenings
- Reflected on our learnings during **distance** education (based on fishbowl, surveys, data review and other feedback)
 - *Identified what we want to keep and/or expand*
 - *Identified what we want to abandon or stop*
 - *Identified what we want to initiate or start*
- Identified Guiding Principles
 - *Discussed factors for students, staff, and families should be considered as we plan for teaching and learning in the Fall*
- Analyzed Constraints and Considerations based on guidance documents
- Discussed/Considered practical options for **in-person** for **distance** and **hybrid** learning models
- Informed and evaluated hybrid reopening options

Pulse Check - TK-12



Logistics Members

Dawn Kamalanathan, Lead
Efrain Barrera -CBO
Don Blasky - CBO
Lynne Bourgault, Legal
Michelle Camp—UESF
Kathy Correa - Student
Michelle Delaney - PAC
Melissa Dodd, DoT
Reynaldo Dulaney -UESF
Dina Edwards - UASF
Pegah Faed -SF City
Alida Fisher, SPED CAC
Melanie Anton Gordon- Indian PAC
Andrea Haun - UESF

Mele Lau-Smith/Mary Jue, SFCSD
Myong Leigh, P&O
David Lanham - LOCAL 21
Erin Lynch, UASF
Ann Maria Mahina Indian Ed. PAC
Anthony Mills - SEIU
Orla O'keeffe, P&O
Kevin Robinson - AAPAC
Meghan Wallace, Business Services
Shellie Wiener - SEIU

Logistics

- Shared guidance from CDC, CDE, CPH
- Introduced stakeholders to key facilities constraints shaping in person learning opportunities
 - SFUSD's 300 Custodians can clean *and* disinfect about **3.2 million sq ft daily**. SFUSD's total school site square footage is close to 8 million sq ft.
 - Public transportation is projected to operate **at 30% of normal capacity** by end of August.
 - SFUSD's transportation could require **up to double the FY 2021 budget** to serve existing students at currently assigned sites.

Logistics

- Themes running through feedback:
 - Need clear roles & responsibilities for cleaning and disinfecting; how much will educators be asked to do on a daily basis?
 - Concern for differently abled students, and how social distancing might negatively impact their experience
 - Are there ways to support families and kids with “enrichment options” to support distance learning? How can/should outdoor learning occur?

Personnel Members

Daniel Menezes, Lead
Joan O'Neill, HR
Teresa Arriaga - CBO
Jessica Beard - LOCAL 21
Joni Chu - CBO
Rebecca Hensler - UESF
Danielle Houck, Legal
Greg John, Labor
Naomi Laguana - PAC
Mele Lau-Smith, SFCSD
Cecilia Yun Si Li - UESF
Lisa Miller - Indian Ed.
Lori Murakami - UESF
Rafael Picazo - SEIU
Antonae Robertson - SEIU
Mauricha Robinson - AAPAC
Mari Rutkin - Early Education
Sara Saldana - UASF
Jett Sandoval - Student

Personnel Working Group Update

Safety and Wellness of our staff was the dominant theme in the personnel working group

- We know that adult-to-adult transmission creates the highest risk for COVID-19 spread
- Taking age as just one example of what makes an adult high-risk for infection, large percentages of our staff are high risk (see next slide).
- Questions and concerns included more data about transmission rates in adult-to-adult versus child-to-adult scenarios and what a scenario would look like where a reopened school site or office has an outbreak.
- We must have clarity in roles and responsibilities in reopening, including:
 - Who is essential and must come back vs. who should work remotely, even among frontline staff?
 - How we will deliver clear training and protocols around best practices that minimize risk of infection for all staff?
 - How we will fully utilize our paraeducators in any reopening scenario?

Staff Age Distribution

Classification	<55	55+
UESF Certificated	81% (3,338)	19% (771)
UESF Classified	68% (1,102)	32% (509)
Substitutes	54% (562)	46% (477)
Student Nutrition Workers	45% (89)	55% (110)
Custodians	50% (162)	50% (162)
Local 21	71% (55)	29% (23)

[92 percent of COVID-19 deaths in the U.S. were of people ages 55 and older, as of April 27, according to the Centers for Disease Control and Prevention](#)



City Partnerships

Children and Youth Working Group

Led by DCYF Director Maria Su and Supervisor Matt Haney

Participating members:

City Agencies (DPH, City Administrator, DCYF, Rec & Park, Library, OCOF, Hope SF, Controller's Office, and SFMTA)
& SFUSD Staff

DPH & SFUSD subgroup

DPH staff and SFUSD Student & Support Services team to discuss health guidance and protocols

SFMTA & SFUSD subgroup

SFMTA & SFUSD Transportation team to discuss transportation needs



City Administrator & SFUSD subgroup

City Administrator & SFUSD Facilities team to discuss facilities, staffing, and PPE materials needed to open.

Federal Support & Advocacy

- CARES Act: \$13 billion (out of \$3 trillion) was dedicated to nation's public education system
- HEROES Act / next federal relief package stalled in the U.S. Senate
- SFUSD is part of a coalition of urban public schools advocating for additional funds including:
 - \$175 billion in education stabilization funds
 - E-Rate funding to support student connectivity, and
 - \$25 billion between Title I and IDEA to support low-income students and students with disabilities

State Budget

34

State FY 2020-21 budget maintained K-12 budgets at prior year levels, including holding harmless for enrollment / attendance

Does not include a cost of living adjustment for baseline funding (Local Control Funding Formula), costing SFUSD about \$12 million

Includes one-time "learning loss" funds

In absence of additional federal stimulus funds, budget imposes \$12 billion of deferrals of payments to schools



Recommended Direction for Fall 2020

Recommendation
for what learning
looks like on
August 17th

***Distance
Learning initially
(phased return)**

***Gradual Return
/ Hybrid**

- All students will not be in-person on August 17
- Plan for Distance Learning for almost all students (phased return)
- Consider limited in-person school for small groups of priority students at a limited number of physical school locations
- Gradual Hybrid return once science and data suggest safe to do so

Distance Learning Considerations

Considerations for Strengthened Distance Learning from Town Halls & Work Group Sessions:

Build and strengthen relationships between families and students.

Ensure consistent and regular communication between home and school

Set consistent expectations for live interactions with teachers and staff

Instruction must connect students with each other and with instructor

Additional support needed for focal student groups

Instruction needs to be differentiated and attend to different types of learners

Access to technology and connectivity for families and staff; access to printed materials

Capacity building needed for students and families to navigate distance instruction

Attend to health and wellness



**NEXT
BIG THING
AHEAD**

Next steps

- Full Report to Board July 28
- Professional Development and Training for Scope and Sequence for distance learning
- Improved Attendance and Monitoring
- Survey Staff and Families regarding choice when phased return begins

Thank You!

Joint Select Committee Presentation:

Impact of COVID-19 to SFUSD

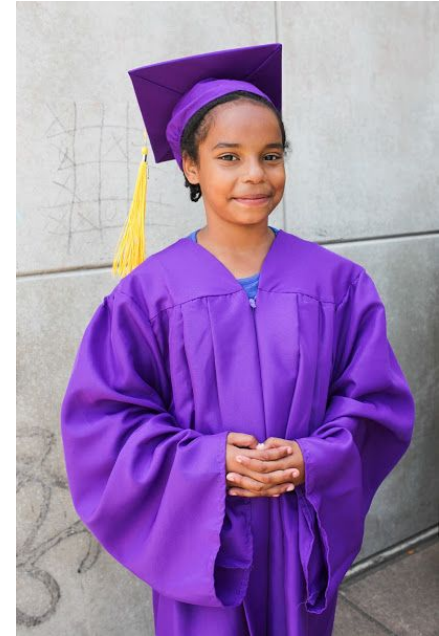
June 12, 2020

Agenda

- Bright Spots and Lessons Learned
- Summer Programming
- Planning for the Fall

Bright Spots to Date

- Over 1.5 million [meals served](#) to students during closure; will continue through summer
- Providing [technology access](#) by including deploying >12.4k laptops and >3.5k internet hotspots to students
- [Distance learning plan](#) designed and implemented for all students 3/13 - 6/2
- [Wellness check](#) calls to all students and families
- [Family resource link](#) to address questions and provide support



Meal Distribution

**Over 1.5 Million Meals
Distributed**

as of 6/10/2020`

18 Grab & Go School Sites

Serves All
Children & Youth

Door-to-Door Delivery

Serves SFUSD Students
with Disabilities or
Special Dietary Needs

7 Grab & Go CBO Sites

Serves All
Children & Youth, Some
Adults

Infrastructure Support For 12 SF-Marin Food Bank Pop-up Pantries

Employee Pickup at School Sites

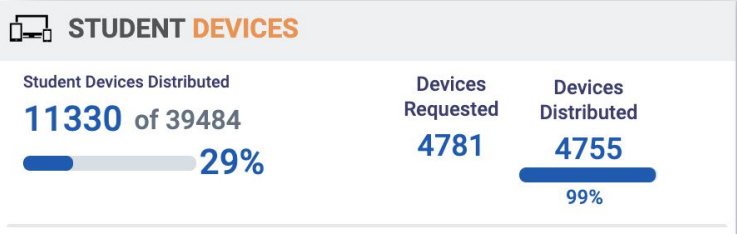
Serves SFUSD Students
Requesting Delivery
through SFUSD
Employee

SFUSD Student Nutrition Services is committed to ensuring no child goes hungry and is providing free meals to all children in San Francisco.

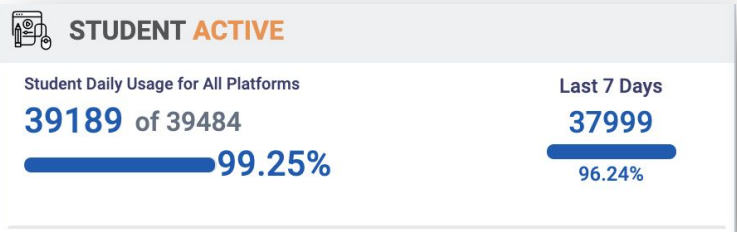
sfusd.edu/schoolfood

Bridging the Digital Equity Gap: Technology Distribution Progress [Grades 3-12]

- **12,410 Chromebooks & 3,518 Hotspots***
- **Fulfillment Rate:** 99%
- **Needs Assessment:** ~30% [56% for African American students]
- **Methods:** School-distribution, Central Pick-ups, Home Deliveries, US Postal Service Mail
- **Monitoring Access:** Building dashboard for schools
- **Student Engagement:** Average weekly engagement online is 97.9%



*An additional 1,080 devices were distributed. Total to date = **12,410**



5/13/20-5/20/20

*Serves more than 3,900 students



Distance Learning

Non-Digital Highlights (about 75% distributed)

- over 30,000 books distributed to students and families
- in 2 rounds - almost 30,000 learning kits & packets grades Pk - 12
- Multiple methods of delivery - centers & schools, mailings & delivery
- 1000 backpacks to most vulnerable families

Early Ed Highlights

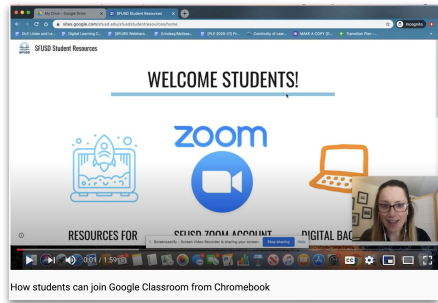
- 240 Robust backpacks door to Door Delivery PK/TK
- 4,629 families Pk-2 are signed up for Literacy Texts

SPED Highlights

- Use of Google classroom for guidance to navigate changes to IEP management and instruction
- Specialized packets mailed to 140 Moderate/Severe SDC students K-12, nearly 200 communication/therapy packets for students receiving related service support
- Use of Prior Written Notice for Distance Learning Plans

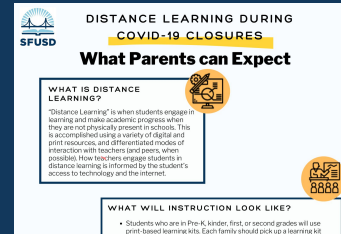


Student Support



- Student Technology Resources page - landing site for easy access to SFUSD resources and platforms when logged into Chrome
- CARE Instagram Classroom to FaceTime Oral Support
- Digital Learning YouTube Playlist for how-to videos for students, staff, and families

Family Support



- Increased use of ParentVue, Messenger, Texts, Autodialer, and Educator Check ins
- SFUSD Family Resource Link/Line
- Website (Information, Tools and Resources)
- Family Digest (MWF)
- Literacy Texts (Pk-2) Option
- Family Forums: PACs, CACs and PTA

Community Partnership

- CBO Partnership Forum
 - Hosted 3 forums with ~200 participants
- Equity Task Force Town Halls
- [Collaborative Partners: SFUSD Updates & Information Sheet](#)
- Families!
 - Visiting various district Parent Advisory Councils and Community Advisory Committee meetings to hear directly from families about what's working, challenges and ideas to improve

New & Enhanced Partnerships

8

- New & Enhanced partnerships:
 - HOPE SF, Ping Yuen, Mercy House
 - YMCA, Boys & Girls Club, GLIDE Memorial
 - Distribution of materials, packets and learning kits (extended)
- KTVU Partnership: **SF LUVs Learning**
 - Has reached 21,442 Households
 - Daily average 1133 Households
 - 40% AA, 33% White, 19% Asian, 8% Latinx



Challenges & Lessons Learned

- Shelter-in-Place! Limited Human Capacity pandemic & demand
- Differentiation of materials and content for students - teacher guided vs. teacher created
- Need for Learning Resources & Supplies (crayons, pencils, books, etc) at home
- Multi-lingual materials and learning resources
- 'Connection' & Interactive engagement for students participating in non-digital distance learning
- Time and Support for families/guardians to engage younger learners who need more adult support and interaction
- Family Partnership, Voice, and Engagement
- Communication in new modes

What's Next for 2020-2021 ⁹

- **Plan for and Support Summer Programming across SFUSD and City**
 - Partner with CBOs to continue students engagement over the summer months
- **Family Resources and Supports for August 2020 (Summer & Beyond)**
- **Rethinking Teaching and Learning in support of realizing the Graduate Profile for Each and Every Student**
 - Facilitated Conversations and Collaboration with stakeholder groups
 - Build Systems capacity
- **PK-2 for August 2020:** Planning professional development, family resources and 'curricular guidance' for PK-2 digital distance learning



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

Summer in the City

2020 Virtual Summer Overview

EED and Elem

- PreK and Out of School Time
- Pathway to Teaching

Middle School

- Bootstrap/ Computer Science For English Learners and Targeted Youth

High School

- Credit Recovery
- Early College at CCSF
- CTE/ College and Career Pathways
- Targeted EL classes
- Geometry (Accelerated)
- AVID Health
- Black Star Rising

All Grade Levels

- ExCEL After School Programs
- Extended School Year
- Indian Education
- Migrant Education

Summer Technology Access

- Students keep borrowed technology over the summer - except for graduating seniors and students leaving SFUSD - and can use for summer engagement to support learning and connection
 - School drop off in June
 - Summer collection days
- Hotspot internet service will remain active for educational/connection purposes over the summer
- Digital learning apps will continue over the summer and into fall: Zoom, Google Classroom, Seesaw, Typing Club, Geogebra, Desmos, Hoopla, Adobe Spark, and more
- Families should plan to bring technology back to school in the fall

Summer Technology Support ¹²

- [Top Tech Family Resources for Summer 2020](#)
- FAQs, [Webinars](#), Digital Distance Learning Grab n' Gos on SFUSD platforms for CBO partners
- Remote tech support via the Family Resource Link
- Support resources and YouTube playlist of videos at sfusd.edu/familytechnology
- Technology distribution/delivery will not begin again until August 2020

Technology + Summer

- SFUSD focused on supporting technology needs for students in SFUSD summer programs
- Device exchange for students in SFUSD summer school programs by appointment only.
- Even less capacity in the summer and need time to prepare for learning in Fall 2020
- Expanding wireless access in public housing communities in partnership with city

Expanding WiFi Access

In partnership with the City of San Francisco Department of Technology, installing wifi access in public housing communities to reach another ~500 SFUSD students:

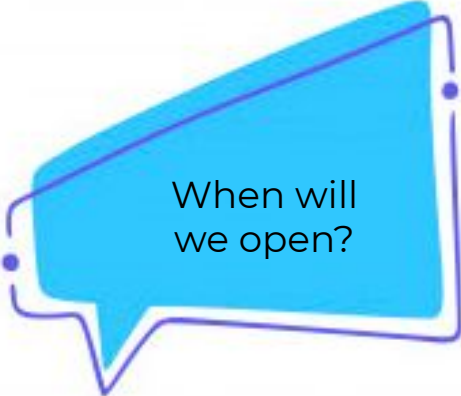
Alice Griffith	Wifi available now
111 Jones Street	Wifi available now
Hunter's View	June 5, 2020
North Beach Place	June 5, 2020
201 Turk Street	June 26, 2020

[City's Fiber to Housing Program](#)






Are we going to open?




When will we open?




Is it safe open?



What are we doing?



When will we know?



What will
"being open"
look like?

- CDC [guidance](#) for schools (pp. 42-45)
- CDE [guidance](#) on reopening schools
- California Department of Public Health [guidance](#)
- SF DPH Health Directive & Guidance for K-12 schools - [available early July](#)

Commitment to create plan in partnership with :

- Our students
- Our families
- Our labor partners
- Our CBO partners
- Our City partners

CDC Decision Tree Guidelines

The CDC released a set of detailed [guidance for schools](#) (pp. 42-45).



SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL YES

ANY NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL YES

ANY NO



ALL YES



Potential Scenarios

Full Return

Delayed

Combination

Gradual

Planning Drivers v. 1.0

- Individualized Student support
- Extended Learning Options
- Limit contact
- Enforce cleaning & safety precautions
- Supply chain
- Space configurations
- Finance and budget
- Staffing / workforce

Guiding Principles v. 1.0

- Educational equity for each and every student -
- Personalized learning
- Healing informed approach
- Communication & Engagement

Increased Costs + Deep Revenue Cuts = Financial Dilemma

“We believe our school districts can’t reopen safely if they have to implement these kinds of cuts”

- State Supt. Tony Thurmond

AASA (national superintendents association) estimates following CDC guidelines will cost \$490/student

- This would be ~\$27 million for SFUSD (pending more detailed analysis)

Increased Costs

- Lower class size
- Additional custodians
- Additional school buses
- Health screening
- PPE (e.g., masks, sanitizer, handwashing stations)
- Cleaning supplies
- Other social distancing modifications
- Technology

Revenue Cuts

- Governor would cut K-12 budgets by 10% if no federal stimulus is enacted (pending negotiations w/Legislature)
- City Joint Report Update confirmed additional losses in Local Revenues

THANK YOU
Questions? Comments?

BOARD of SUPERVISORS



City Hall
1 Dr. Carlton B. Goodlett Place, Room 244
San Francisco 94102-4689
Tel. No. 554-5184
Fax No. 554-5163
TDD/TTY No. 554-5227

MEMORANDUM

TO: Vincent C. Matthews, Ed.D., Superintendent, San Francisco Unified School District
Linda Shaw, Liaison to the Board, City College of San Francisco

FROM: Erica Major, Assistant Clerk, Land Use and Transportation Committee

DATE: April 29, 2020

SUBJECT: HEARING MATTER INTRODUCED

The Board of Supervisors' Joint City, School District, and City College Select Committee has received the following hearing request, introduced by Supervisor Haney on April 21 2020:

File No. 200412

Hearing regarding how COVID-19 has impacted the schedules, policies, and the provision of services for San Francisco Unified School District (SFUSD) and City College of San Francisco (CCSF); the approach SFUSD and CCSF are exercising to protect both students and staff during the pandemic; how schools are continuing to serve students and families, especially those that are most marginalized; what plans are being made to ensure ongoing educational goals are met; how the City can best support the schools and what resources are required to ensure that they are able to succeed in their vital role as educational institutions; and requesting SFUSD and CCSF to report.

If you have any comments or reports to be included with the file, please forward them to me at the Board of Supervisors, City Hall, Room 244, 1 Dr. Carlton B. Goodlett Place, San Francisco, CA 94102.

c: Esther Casco, San Francisco Unified School District
Viva Mogi, San Francisco Unified School District
Mele Lau Smith, San Francisco Unified School District
Leslie Miloy, City College of San Francisco

Introduction Form

By a Member of the Board of Supervisors or Mayor

Time stamp
or meeting date

I hereby submit the following item for introduction (select only one):

1. For reference to Committee. (An Ordinance, Resolution, Motion or Charter Amendment).
2. Request for next printed agenda Without Reference to Committee.
3. Request for hearing on a subject matter at Committee.
4. Request for letter beginning : "Supervisor inquiries"
5. City Attorney Request.
6. Call File No. from Committee.
7. Budget Analyst request (attached written motion).
8. Substitute Legislation File No.
9. Reactivate File No.
10. Topic submitted for Mayoral Appearance before the BOS on

Please check the appropriate boxes. The proposed legislation should be forwarded to the following:

- Small Business Commission Youth Commission Ethics Commission
- Planning Commission Building Inspection Commission

Note: For the Imperative Agenda (a resolution not on the printed agenda), use the Imperative Form.

Sponsor(s):

Subject:

The text is listed:

A hearing to update the City and County of San Francisco and the public on how COVID-19 has impacted the schedules, policies, and the provision of services for SFUSD and CCSF; and on what SFUSD and CCSF are doing to protect both students and staff during the pandemic; and how schools are continuing to serve students and families, especially those that are most marginalized; and what plans are being made to ensure ongoing educational goals are met; and finally, how the city can best support the schools and what resources are required to ensure that they are able to succeed in their vital role as educational institutions.

Signature of Sponsoring Supervisor: