

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 October 9, 2020

Cmte

| | | |
|-------------------------------------|--------------------------|--|
| <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 checked="" type="checkbox"/> | <input type="checkbox"/> | Public Correspondence |

OTHER (Use back side if additional space is needed)

| | | |
|-------------------------------------|--------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Referral FYI Hearing 042920 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | SFUSD PPT 061220 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | SFUSD PPT 072420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CCSF PPT 072420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | DCYF PPT 072420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | DPH PPT 081420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | SFUSD PPT 081420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | DCYF PPT 081420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CCSF PPT 081420 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CCSF PPT 082820 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | SFUSD PPT 082820 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | DCYF PPT 082820 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | REC PARK PPT 082820 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | SFUSD PPT 092520 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CCSF PPT 092520 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | DCYF PPT 092520 |

Completed by: Erica Major Date October 1, 2020



Joint Select Committee SFUSD's Fall Learning Plan Update September 25, 2020

Agenda for Today

Fall Learning 2020

- Distance Learning
- Remote Work Sites

Phases 2a and 2b Hybrid Learning

- Decision Trees

Next Steps

Fall Learning 2020

SAN FRANCISCO UNIFIED SCHOOL DISTRICT



Recommendation

**Phase 1:
Distance
Learning
initially (phased
return)**

Phase 2: Hybrid

**Phase 3: Full
Return**

- All students begin in distance learning on August 17
- Plan for Distance Learning to start and then phase into a hybrid model once science and data suggest it is safe to do so
- Consider limited in-person school for small groups of priority students at a limited number of physical school locations as we move into Phase 2

Remote Work Locations

Remote Work Sites

- Burton
- Hoover
- Everett
- Lowell
- Balboa
- Wallenberg
- Presidio MS
- Vis Valley MS
- Francisco
- Monroe

Status Update

- All educators with a Remote Work placement may choose from any of the Remote Work locations
- Participants complete safety training and conduct daily protocols

State & Local Updates

CaDPH announced a new tiered framework to replace county monitoring list which places counties in “tiers”. SF is currently in Tier 2

| | Higher Risk → Lower Risk of Community Disease Transmission | | | |
|--|---|-----------------------|--------------------|-------------------|
| | Widespread Tier 1 | Substantial Tier 2 | Moderate Tier 3 | Minimal Tier 4 |
| Measures* | | | | |
| New cases**/100,000 population per day (<u>7 day average</u> ; 7 day lag) | >7 | 4-7 | 1-3.9 | <1 |
| Testing % Positivity (<u>7 day average</u> ; 7 day lag) | > 8% | 5-8% | 2-4.9% | <2% |

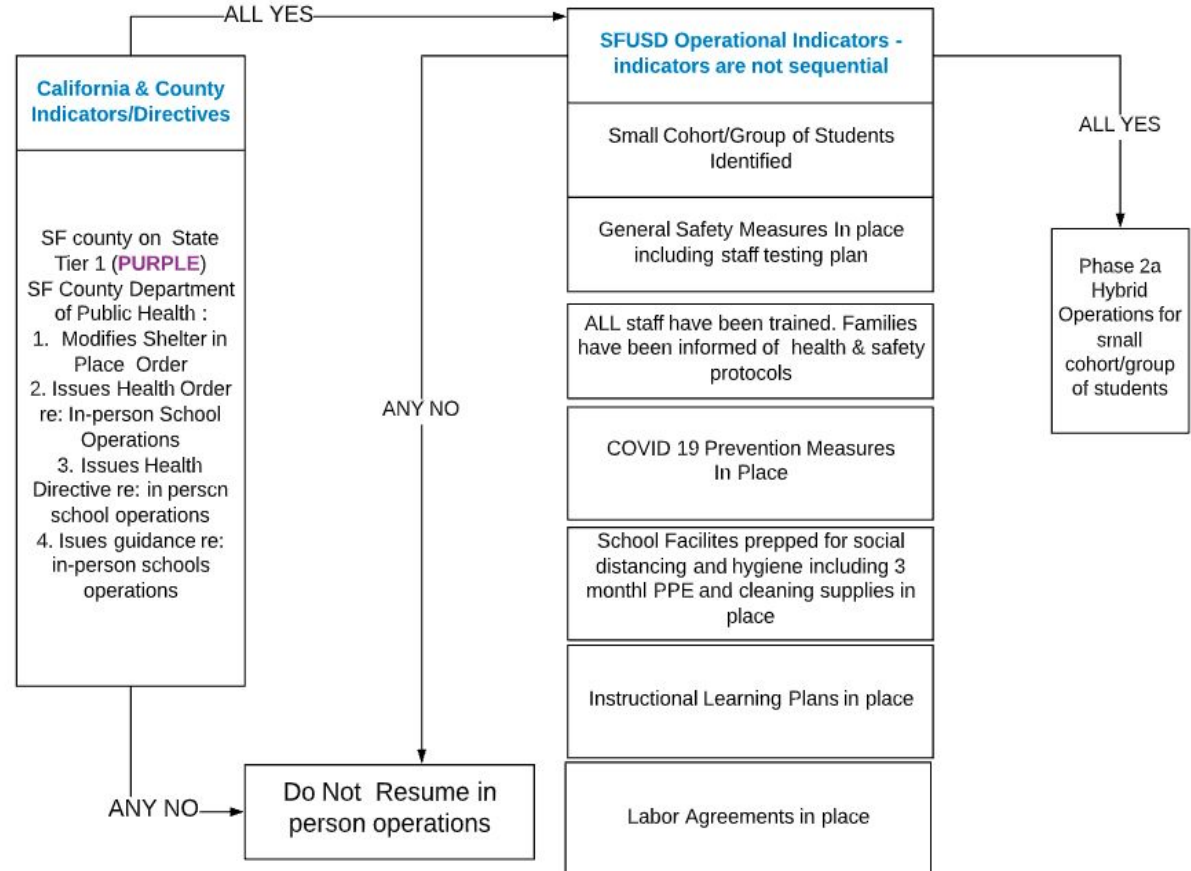
Gradual Return / Hybrid Phase 2A

Phase 2A - Gradual Return Operations Decision Tree

Small Cohort/Group Return

DRAFT SFUSD Phase 2a Hybrid Operations Decision Tree_Small Cohort/Group Return

9



California and County Indicators

- SF county on State Tier 2 (Red) for 14 consecutive days
- SF County Department of Public Health
 - Modifies Shelter in Place Order
 - Issues Health Order re: In-person School Operations
 - Issues Health Directive re: in person school operations
 - Issues guidance re: in-person schools operations



Any NO:
Do Not
Resume In
Person
Operations



All YES:
Then...

SFUSD Operational Indicators

*Indicators are not sequential

- Small Cohort / Group of Students Identified
- General Safety Measures in place including staff testing plan
- ALL staff have been trained. Families have been informed of health & safety protocols
- COVID-19 Prevention Measures in place
- School facilities prepped for social distancing and hygiene including 3 month / PPE and cleaning supplies in place
- Instructional Learning Plans in place
- Labor Agreements in place



Any NO:
Do Not
Resume In
Person
Operations



All YES:
Then move to
Phase 2
gradual return

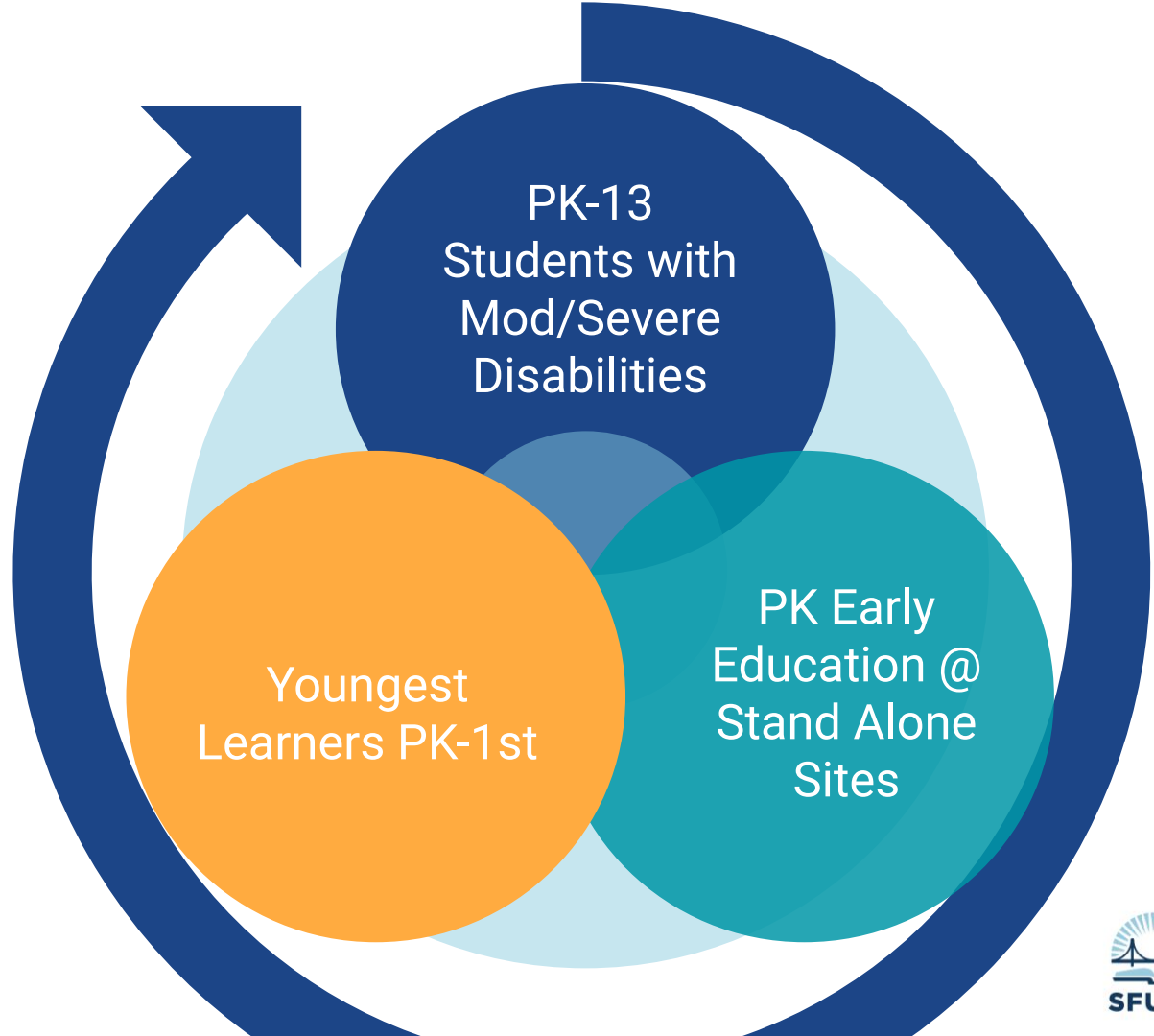
Small Cohort / Groups of Students Identified

- Identify students in priority groups
- Identify staffing for priority groups
- Identify site locations

If NO: Do Not Resume In Person Operations

For priority groups...

1. Identify students
2. Identify staffing
3. Identify site locations



General Safety Measures

- Worksite-specific COVID-19 prevention plan at every facility in place including designating a person at each school to implement the plan.
- Plan in place for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19
- Plan in place to support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19
- Plan in place to test all staff over 2 months, where 25% of staff are tested every 2 weeks or 50% every month to rotate testing of all staff over time.
- Plan in place on how SFUSD will cooperate with SFDPH data collection efforts

If NO: Do Not Resume In Person Operations

Preliminary Health & Safety Protocols for In-Person Learning

- Screen students each morning
- Designate an “isolation area” for anyone experiencing COVID-19 symptoms
- Create protocols to limit the sharing of objects and supplies
- Offer school meals in smaller, controlled settings
- Post signage promoting safe practices.
- Clean and disinfect all high-touch surfaces daily.
- Arrange classroom furniture to allow for 6 foot social distancing,
- Minimize non-essential visitors and volunteers to school sites.
- Require face coverings to be worn indoors at all times for students 3rd -12th grade.
- Provide employees whose job duties may require additional personal protective equipment
- Train employees and students on hand hygiene and respiratory etiquette
- Conduct daily health questionnaires for staff to affirm they are not experiencing COVID-19 symptoms prior to entering a building or office space.

ALL Staff Trained Families Informed of Health & Safety Protocols

- Plan to train all staff in COVID 19 Safety Protocols in place
- Communication plan in place to provide information to families
- Enrollment plan in place that includes [Risk Acknowledgement Form](#)

If NO: Do Not Resume In Person Operations

COVID 19 Prevention Measures in Place

- Plan in place to implement COVID-19 Protocol for Symptoms, Testing Positive, or Close Contacts
- Plan for health screenings for students and staff
- Plan for identification and tracing of contacts
- Plan for testing of students and staff who have symptoms of COVID 10 or been exposed
- Communication plans in place to communicate with students, staff and parents about cases and exposures at school consistent with FERPA and HIPAA

If NO: Do Not Resume In Person Operations

School Facilities Prepped for Social Distancing

- 3 Months PPE
- Classroom furniture removed/relocated to ensure 6 ft social distancing
- Desktop partitions for educators and customer service functions
- Cleaning Supplies purchased and distributed
- Assess classroom ventilation
- Handwashing stations
- SNS infrastructure assessed and prepped for meal service
- Decals and signage allocated and placed

If NO: Do Not Resume In Person Operations

Instructional Learning Plans in Place

- Community Health Pledge - how schools will establish norms within school community to practice COVID 19 prevention and mitigation measures outside of school
- Bell schedules created
- Extracurricular activities plan
- Athletics/Sports
- In person learning model
- Distance Learning Model
- Outdoor Instruction
- Technology plans
- Assessment plans

If NO: Do Not Resume In Person Operations

Labor Agreements in Place

- Conditions necessary for in-person instruction
- Personal Protective Equipment
- Safety protocols including but not limited to social distancing and plexiglass shields
- Staffing concerns are addressed

If NO: Do Not Resume In Person Operations

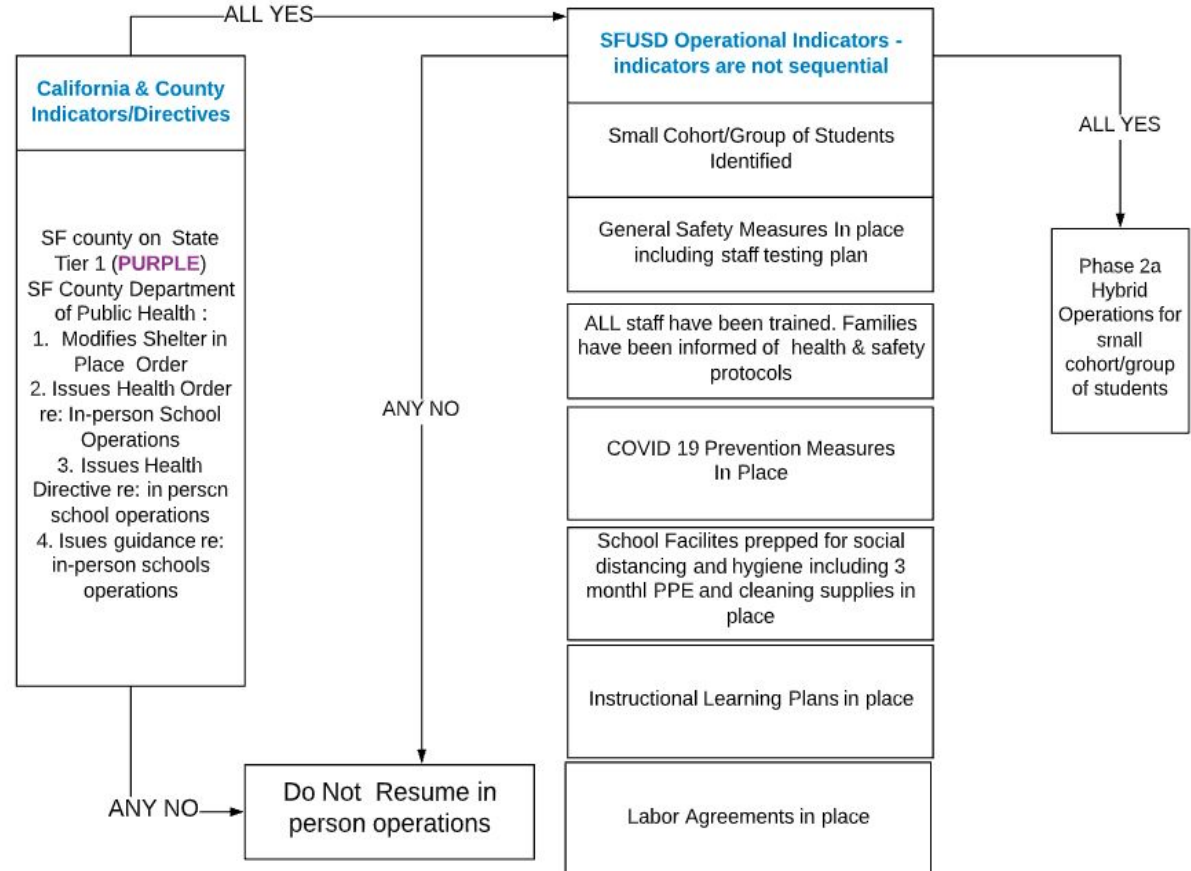
If ALL yes: Phase 2A Hybrid Operations for small cohort / group of students

Phase 2A - Gradual Return Operations Decision Tree

Small Cohort/Group Return

DRAFT SFUSD Phase 2a Hybrid Operations Decision Tree_Small Cohort/Group Return

21

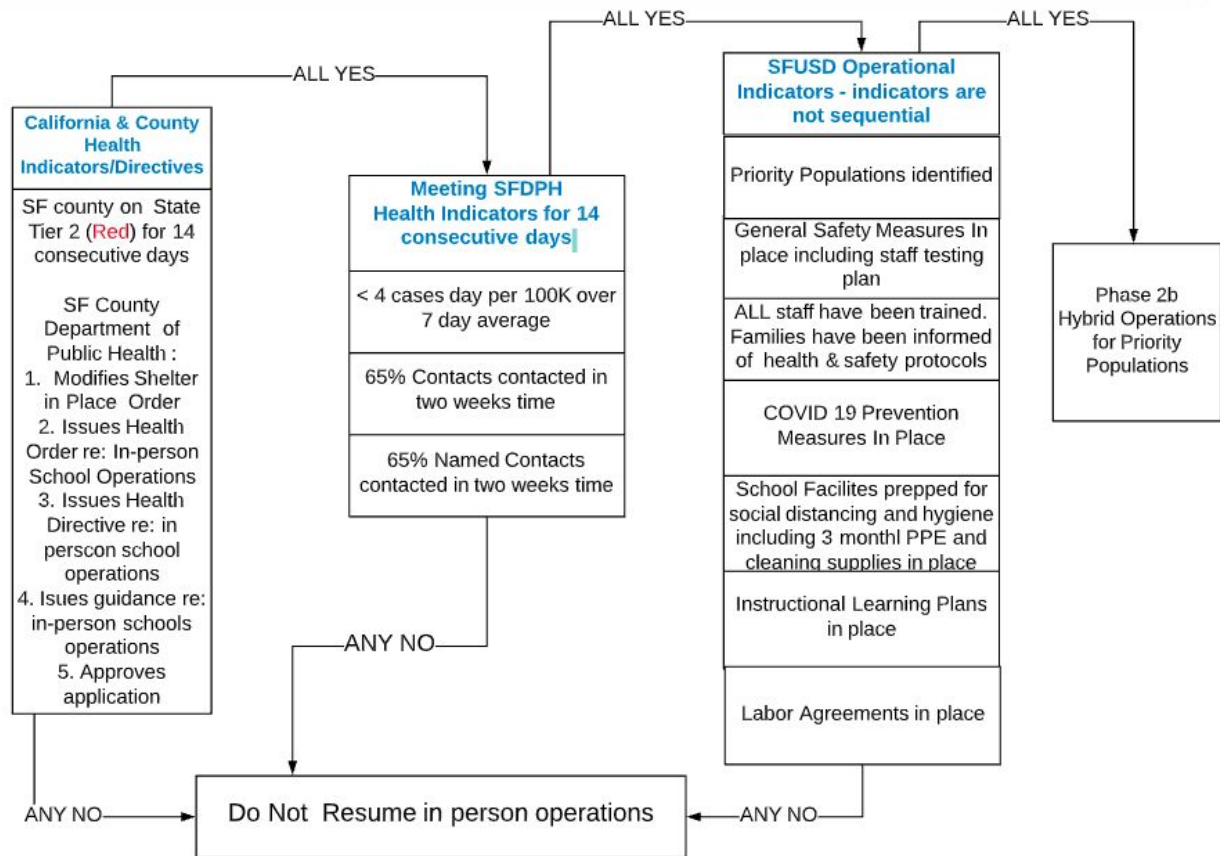


Gradual Return / Hybrid Phase 2B

Phase 2B - Gradual Return Operations Decision Tree

Priority Populations

DRAFT SFUSD Phase 2b Hybrid Operations Decision Tree_Priority Populations



California and County Indicators

- SF county on State Tier 2 (Red) for 14 consecutive days
- SF County Department of Public Health
 - Modifies Shelter in Place Order
 - Issues Health Order re: In-person School Operations
 - Issues Health Directive re: in person school operations
 - Issues guidance re: in-person schools operations
 - Application reviewed and approved



Any NO:
Do Not
Resume In
Person
Operations



All YES:
Then...

Meet SFDPH Health Indicators for 14 Consecutive Days

- < 4 cases day per 100K over 7 day average
- 65% Contacts contacted in two weeks time
- 65% Named Contacts contacted in two weeks time



Any NO:
Do Not
Resume In
Person
Operations



All YES:
Then...

SFUSD Operational Indicators

*Indicators are not sequential

- Priority Populations identified
- General Safety Measures in place including staff testing plan
- ALL staff have been trained. Families have been informed of health & safety protocols
- COVID-19 Prevention Measures in place
- School facilities prepped for social distancing and hygiene including 3 month / PPE and cleaning supplies in place
- Instructional Learning Plans in place
- Labor Agreements in place



Any NO:
Do Not
Resume In
Person
Operations



All YES:
Then move to
Phase 2
gradual return

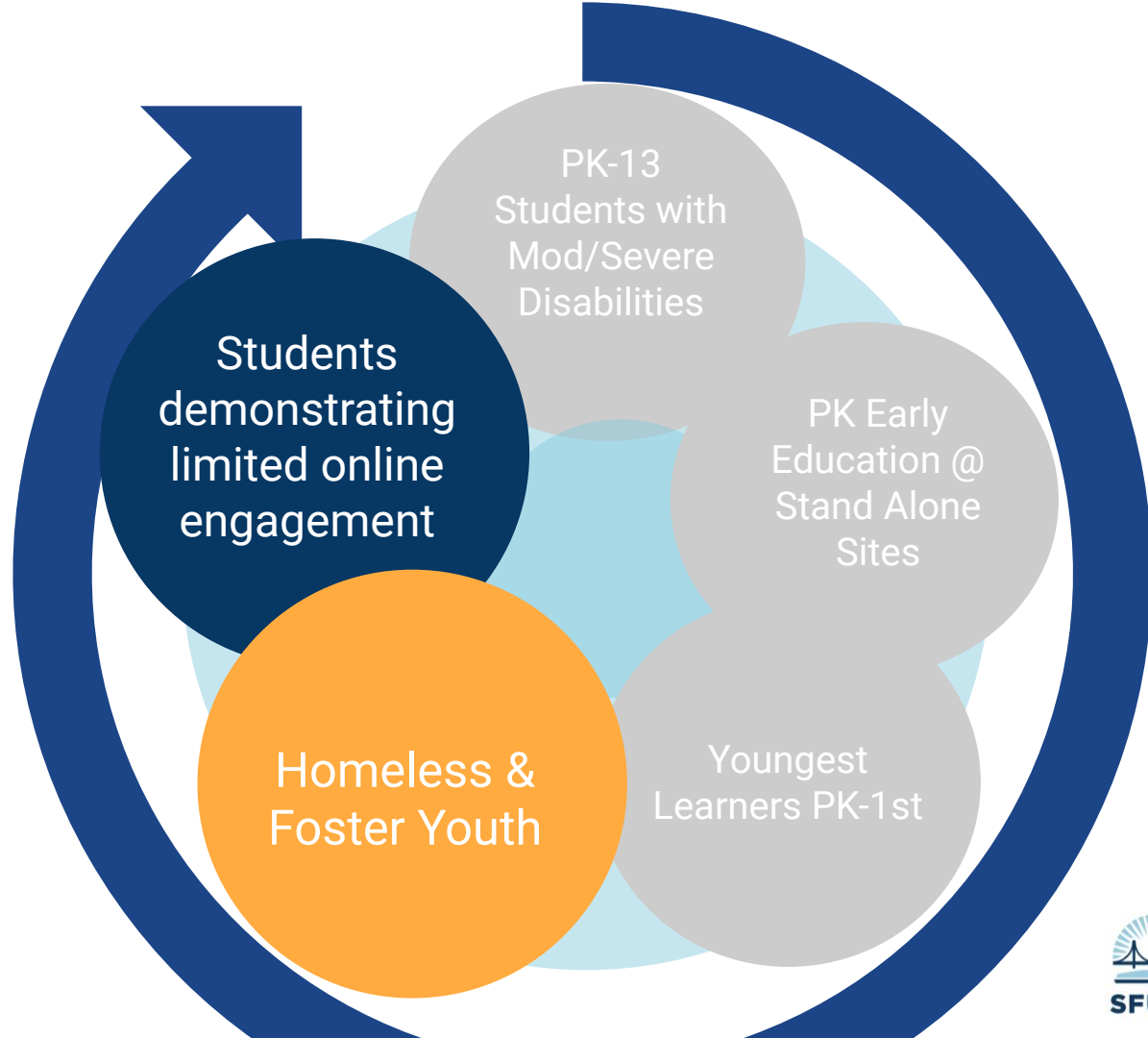
Priority Populations Identified

- Identify priority group
- Identify staffing for priority groups
- Identify site locations

If NO: Do Not Resume In Person Operations

Gradual Return to In Person Learning

1. Identify students
2. Identify staffing
3. Identify site locations



Indicators Remain the Same

29

General Safety Measures

ALL Staff Trained.

Families Informed of Health & Safety Protocols

COVID 19 Prevention Measures in Place

School Facilities Prepped for Social Distancing

Instructional Learning Plans in Place

Labor Agreements in Place

If NO: Do Not Resume In Person Operations

Next Steps

Next Steps

Recommendations in this presentation are a product of stakeholder & community feedback from Summer 2020

Next steps include:


- Solicit additional feedback from stakeholders & community
- Continue to take action on SFUSD Operational Indicators
- Share progress updates

Thank You!



Community Hub Initiative for Youth

Joint City, School District, and City College Select Committee (9/25/2020)



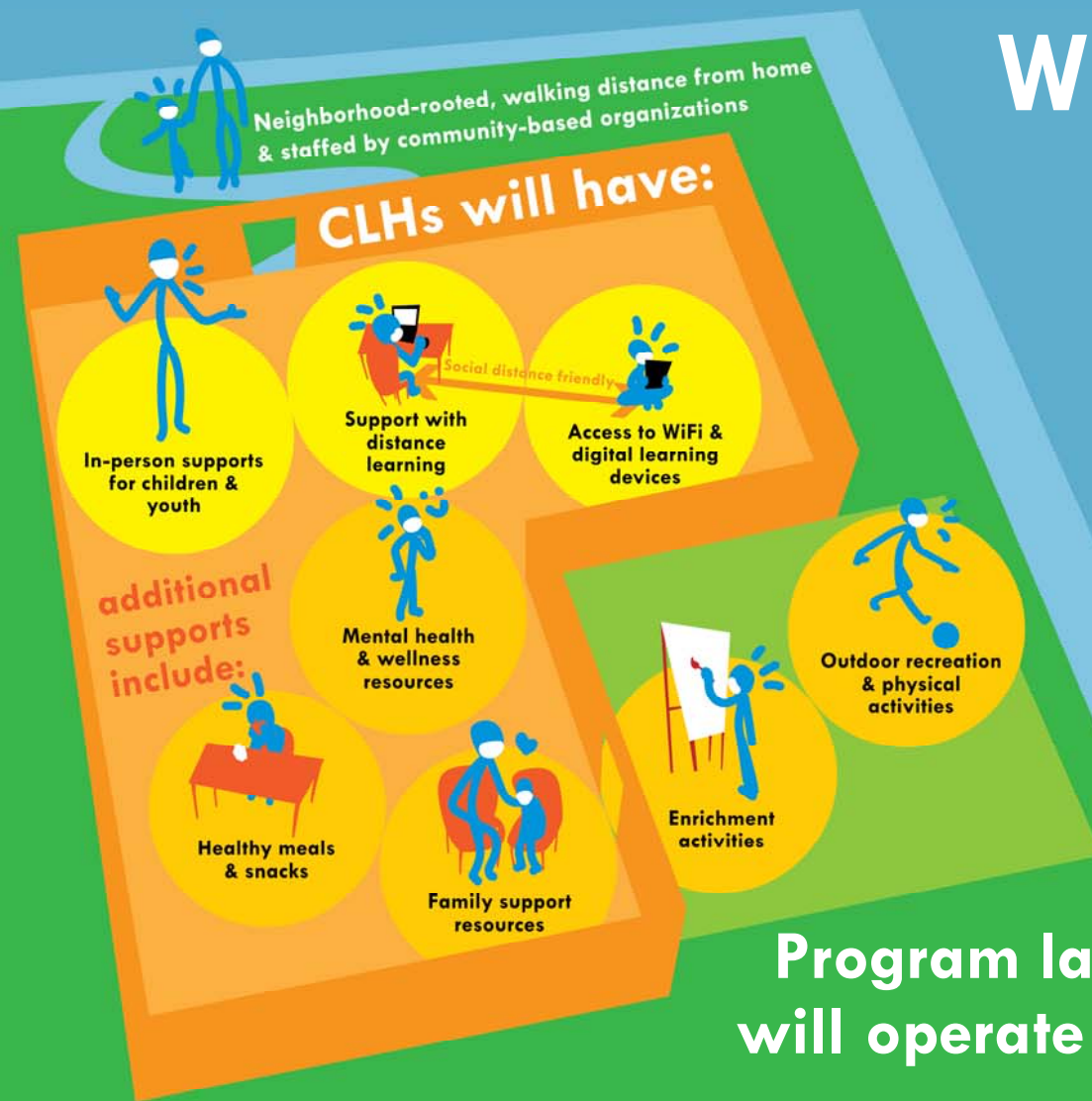
“It will take a village to address the wide range of learning needs for our City’s children and youth during the COVID-19 pandemic, and the Community Hubs will provide a much-needed resource for our most vulnerable students.”

—Mayor London N. Breed

What are Community Hubs for youth?

- ✓ Neighborhood-based
- ✓ In-person supports for distance learning
- ✓ Build social-emotional wellbeing
- ✓ Staffed with youth development professionals

Program launched on September 14th. Hubs will operate Monday-Friday 8:30am-5:30pm



We're fighting increasing disparities for our most marginalized students:



Residents of
HOPE SF, public
housing, & SROs



Homeless youth



Foster youth



Low-income
households



English
Language
Learners

Hubs are designed to keep students & staff safe from COVID-19



All staff will have access to surveillance testing



Masks worn at all times besides mealtimes



6 feet of distance between all participants & staff



Everyone will be screened for COVID-19 symptoms before they enter the Hub



Consistent, small cohorts of 14 kids & 2 staff with no mixing between groups



Regular cleaning, handwashing, & sanitizing

We're connecting to these high-need communities with 3 phases of **focused outreach**

Phase I
Grades K-6

Phase II
Grades K-12

Phase III
Continued
expansion of K-12

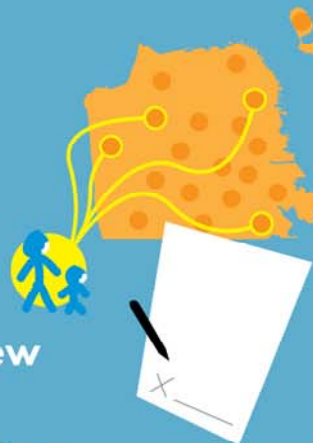
1 Community-based organizations will outreach to **eligible families**



2 Parents/guardians will complete a Community Hub application



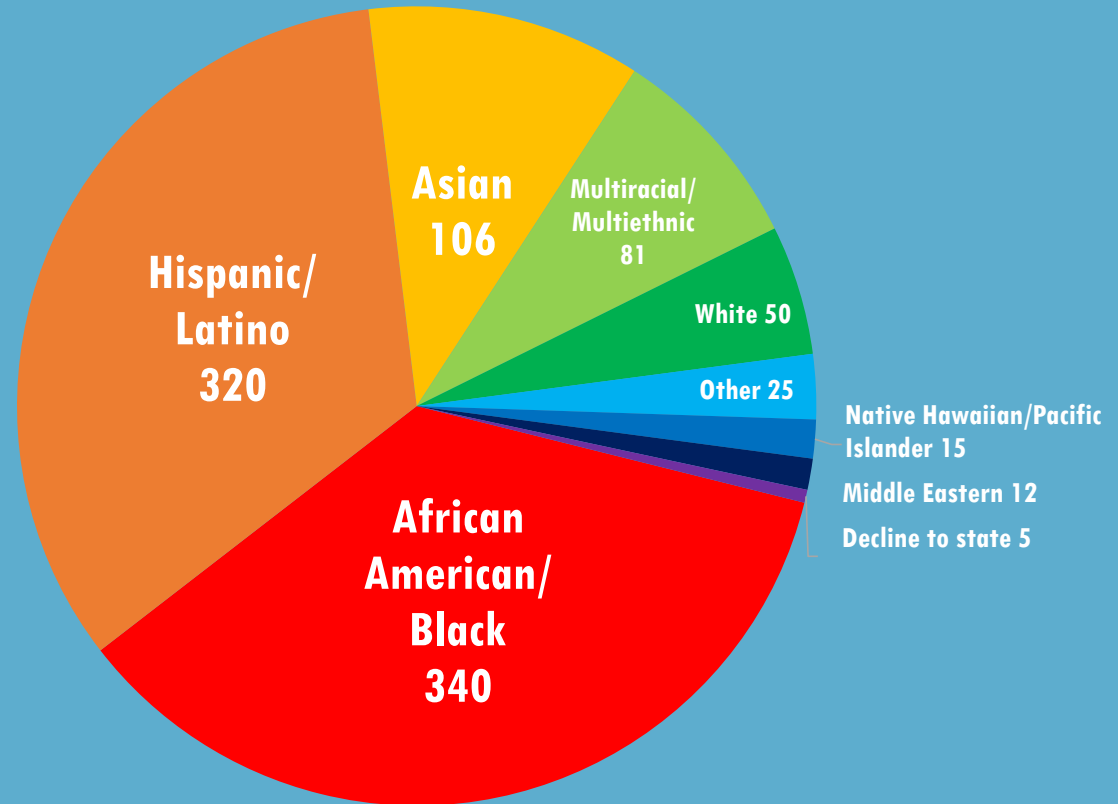
3 DCYF will review applications & prioritize based on **additional criteria**



4 If eligible & space is available, an acceptance notification will be sent that must be signed and returned

Enrollment Status Update (9/23/20)

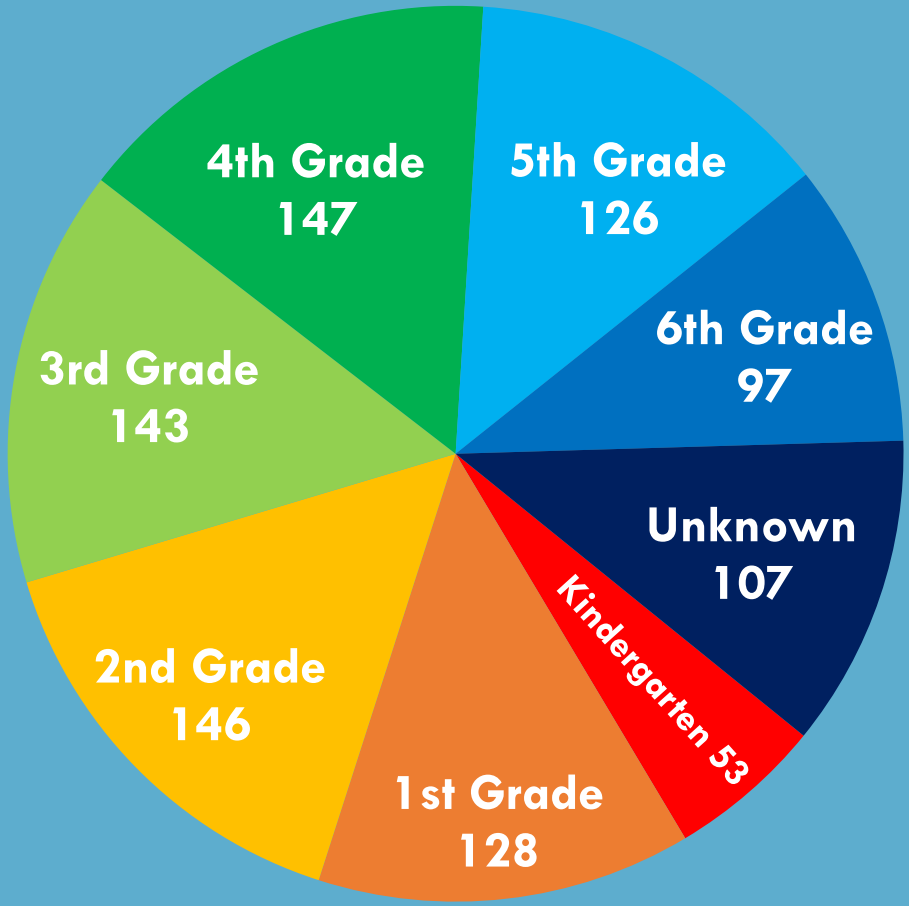
| Race/Ethnicity | Total Youth | Percentage |
|--------------------------------------|-------------|------------|
| African American/Black | 340 | 36% |
| Asian | 106 | 11% |
| Hispanic/Latino | 320 | 34% |
| Middle Eastern | 12 | 1% |
| Native Hawaiian/ Pacific Islander | 15 | 2% |
| White | 50 | 5% |
| Multiracial/Multiethnic | 81 | 8% |
| Other | 25 | 3% |
| Decline to state | 5 | 1% |



SM/1
SM/2
SM/3
C/2
D/1
SM/4
D/2
SM/5
D/3

Enrollment Status Update (9/23/20)

| Grade Level | Total Youth | Percentage |
|--------------|-------------|------------|
| Kindergarten | 53 | 6% |
| 1st Grade | 128 | 14% |
| 2nd Grade | 146 | 15% |
| 3rd Grade | 143 | 15% |
| 4th Grade | 147 | 16% |
| 5th Grade | 126 | 13% |
| 6th Grade | 97 | 10% |
| Unknown | 107 | 11% |

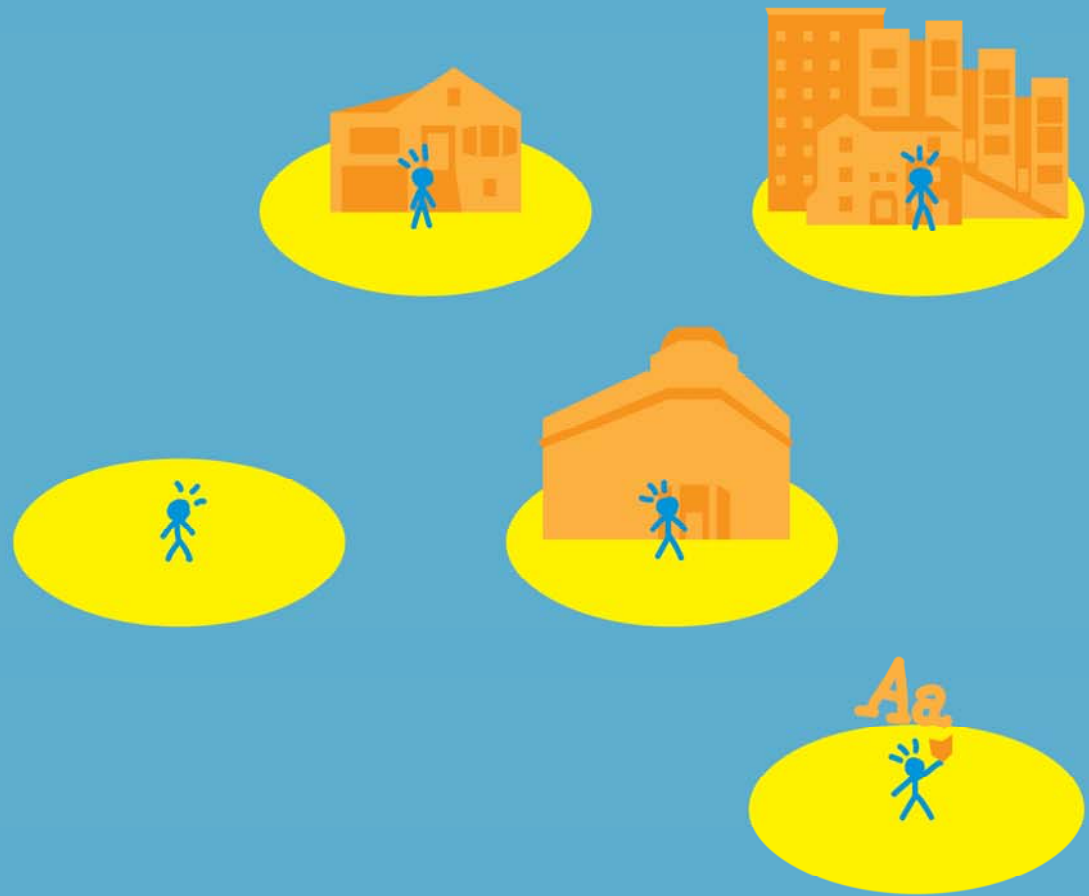


Slide 8

- SM(1)** Woah. We can not show 7th to 12th grade data. Can we just hide this? [@Duffy, Sarah (CHF)] [@Abrazaldo, Walter (CHF)] [@Sapinoso, Ryan (CHF)] [@Kimzey, Colin (CHF)] [@Caminong, Dori (CHF)]
Su, Maria (CHF), 9/24/2020
- SM(2)** Maybe call it "Unknown" or "other"? It's not a large number anyways.
Su, Maria (CHF), 9/24/2020
- SM(3)** Also, Sup Ronen did ask....of the people we invite what was the "denial" rate?
Su, Maria (CHF), 9/24/2020
- C(2)** [@Su, Maria (CHF)] Got it. We will adjust the deck.
Caminong, Dori (CHF), 9/24/2020
- D(1)** [@Su, Maria (CHF)] the 7-12 graders are BGC (as I think you are aware...)
Duffy, Sarah (CHF), 9/24/2020
- SM(4)** Yes but I do not want to highlight it here.
Su, Maria (CHF), 9/24/2020
- D(2)** [@Su, Maria (CHF)] we can report those #s when we get to phase 2.
Duffy, Sarah (CHF), 9/24/2020
- SM(5)** yes.
Su, Maria (CHF), 9/24/2020
- D(3)** [@Su, Maria (CHF)] For denial rate: the percent of applications submitted but not placed is 2.7% (27/981). These applications were not accepted because the code used was not one of the valid outreach codes that DCYF provided to the organizations conducting outreach.
Duffy, Sarah (CHF), 9/24/2020

Enrollment Status Update (9/23/20)

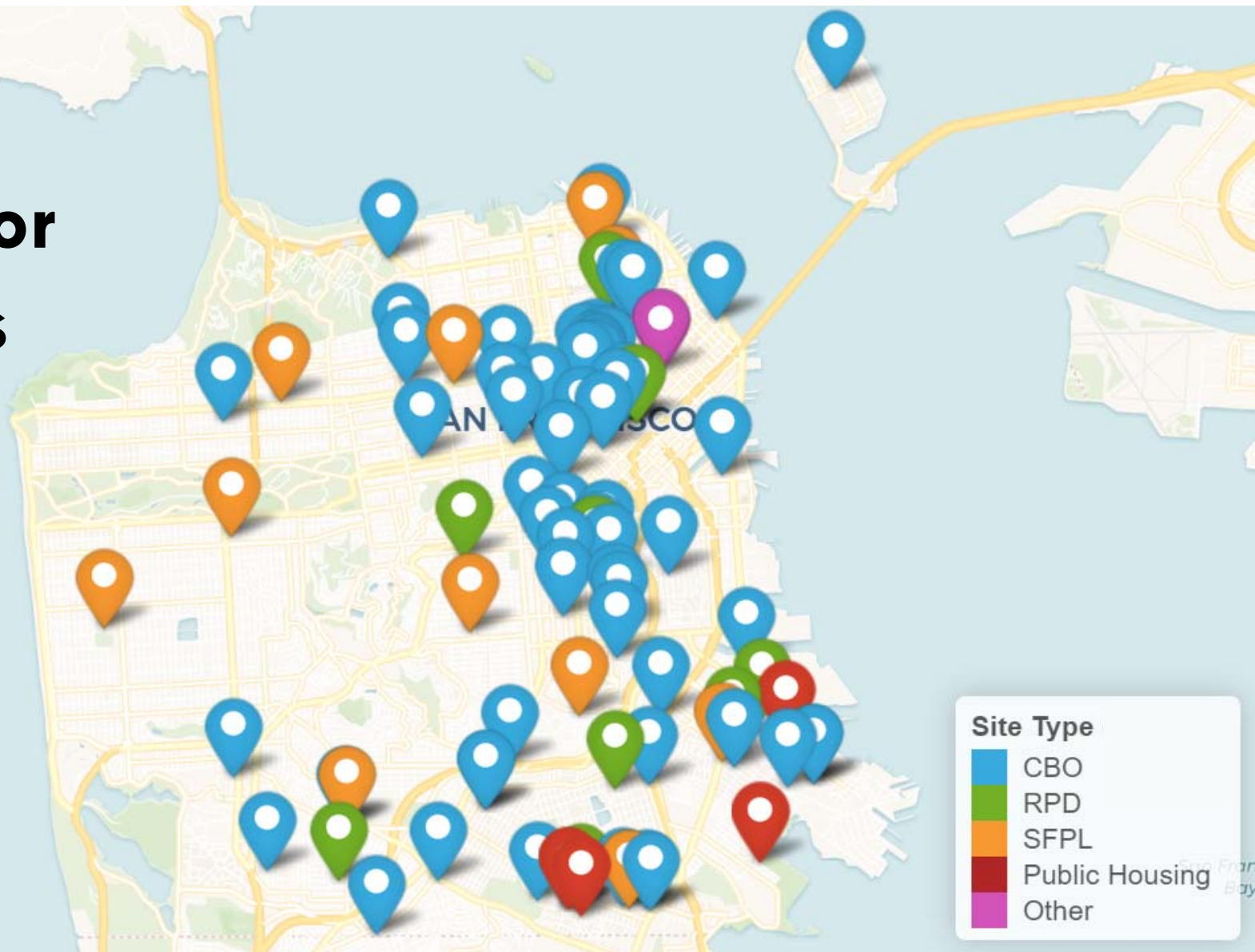
| Priority Population | Total Youth | Percentage |
|-----------------------------------|-------------|------------|
| Homeless youth | 65 | 5% |
| Youth in Public Housing | 269 | 19% |
| Youth in SROs | 28 | 2% |
| Youth with language support needs | 153 | 11% |
| Arabic | 7 | 0.5% |
| Chinese | 35 | 2% |
| Russian | 1 | 0% |
| Spanish | 108 | 8% |
| Vietnamese | 2 | 0% |



Phase 1 Hubs Status (9/23/20)

| Supervisor District | Sites | Capacity | Enrolled | Slots available |
|---------------------|-----------|-------------|------------|-----------------|
| District 1 | 2 | 52 | 7 | 45 |
| District 2 | 1 | 12 | 6 | 6 |
| District 3 | 3 | 89 | 85 | 4 |
| District 5 | 7 | 179 | 88 | 91 |
| District 6 | 11 | 280 | 199 | 81 |
| District 7 | 2 | 56 | 22 | 34 |
| District 8 | 4 | 111 | 79 | 33 |
| District 9 | 8 | 198 | 130 | 68 |
| District 10 | 13 | 312 | 220 | 92 |
| District 11 | 4 | 138 | 105 | 33 |
| Grand Total | 55 | 1427 | 941 | 487 |

Hub Sites for ALL Phases (9/23/20)



Making San Francisco



a great place to grow up



CITY COLLEGE OF SAN FRANCISCO



Student and Faculty Support for Remote Teaching

Presentation to the Joint City, School District, and City College Select Committee Meeting, September 25, 2020

Office of Online Learning and Educational Technology

Guiding Principles for Temporary Remote Instruction



EQUITY, CONNECTION,
SUPPORT



NEW TO DISTANCE LEARNING
AND TEACHING

Planning and Response Summer 2020

Instructional Continuity Course for Spring 2020 (Faculty)

Summer Collaborations

- Virtual Campus
- Partnered with Noncredit English as a Second Language Faculty
 - Canvas Templates specific to the English Language Learner
 - Digital Guides (multiple languages)
 - Preparing to claim your RamID
 - Claiming RamID
 - Logging into Canvas (desktop/mobile)

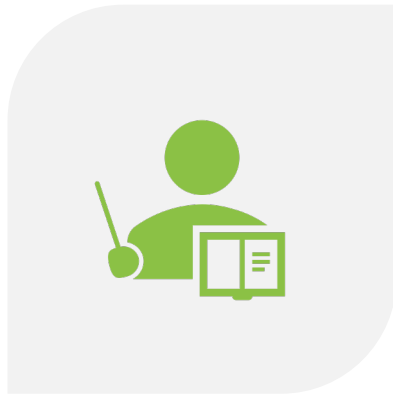
Temporary Remote Training Course and Refresher (Faculty)

Low Cost and Free Internet Access

Technology for Students and Faculty

Remote Learning Survival Tips

Faculty Engagement in the Temporary Distance Learning Training in Summer 2020



NUMBER OF INSTRUCTORS TRAINED:
851



NUMBER OF QUESTIONS AND
COMMENTS FROM INSTRUCTORS: 708

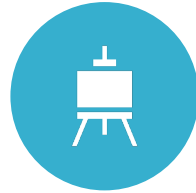


ASSIGNMENTS AND QUIZZES
SUBMITTED: 5657

Canvas Tools: New and Expanded (Summer 2020)



PlayPosit - An interactive video platform (new)



Canvas Studio - A tool for creating video content (new)



Pronto - A valuable communication tool (new)



Labster - A tool for online STEM labs (new)



CidiLabs Design Tools - To improve design and accessibility in all courses (new)

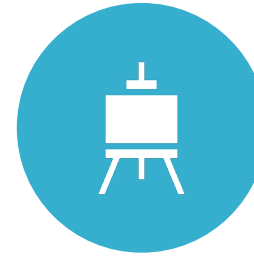


Pisces – An online tutoring platform (expanded)

Fall 2020 Student Support At a Glance



CANVAS GLOBAL
ANNOUNCEMENT



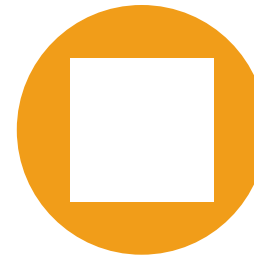
VIRTUAL COUNTER
FOR CANVAS HELP



PASSPORT FOR CANVAS
COURSE



STUDENT SUPPORT
PAGE



"WELCOME TO
CANVAS" MESSAGE



HELP INFO IN
MULTIPLE
LANGUAGES

Fall 2020 Faculty Resource Center



1004 Faculty



308 Posts in the Q&A Discussion(s)



3 Webinars per week



20 Hours of 1:1 Appts per week (15 min slots, 80 faculty)



13 Modules of Resources



1 Global Announcement per week

ConferZoom and Learning Spaces



Empathic to the variation in students type of spaces they have access to in order to engage in their learning. Limited student access to quiet, private spaces. Comfort in showing physical surroundings to peers and instructor.



Giving students flexibility to join without their camera on. Normalizing the use of virtual backgrounds. Recognizing some students need to join by phone only.



Supporting students in maintaining privacy. Announcing when recording a ConferZoom session so that students can choose to turn off their video.



Understanding students are sharing an internet connection and device(s), needing to attend to children or other people in the same learning space, and/or are experiencing a changing work schedule.

Strong Safety Net: Troubleshooting



FACULTY RESOURCE
CENTER DISCUSSIONS ARE
MONITORED WITH QUICK
RESPONSE TIMES



ZOOM SUPPORT: CCSF
FACULTY HAVE PRO ZOOM
ACCOUNTS AND CAN
ACCESS ZOOM LIVE CHAT
SUPPORT



CONFERZOOM SUPPORT:
CONFERZOOM IS THE
CANVAS INTEGRATION
THAT WE USE TO CONNECT
STUDENTS TO OUR ZOOM
SESSIONS



CANVAS 24/7 CHAT: CHAT
WITH CANVAS SUPPORT



LOCAL **CANVASFACULTY@C
CSF.EDU** FOR CANVAS
RELATED QUESTIONS SUCH
AS ENROLLMENT-FACULTY
ONLY



LIVE AND ON DEMAND
WEBINARS ABOUT CANVAS
THE PEDAGOGY OF
DISTANCE EDUCATION IN
THE **FACULTY RESOURCE
CENTER**



DISTANCE LEARNING
QUICKLINKS: FIND FORMS
FOR CREATING A SANDBOX,
ENROLLING A GUEST, AND
MORE!



REGULAR REMINDER
EMAILS POSTED TO THE ALL
FACULTY-LISTSERV AND
HIGHLIGHTS IN CITYNOTES



PRONTO SUPPORT: HIGH
DEMAND COMMUNICATION
TOOL



OUTREACH: TEAM VISITS TO
COLLEGE GROUPS SUCH AS
SCHOOL MEETINGS, DEANS
& CHAIRS, AND A&R

Remote Learning Support Team (Fall 2020)

- Jen Kienzle, Distance Education Coordinator, Faculty-Communication Studies
- Robert Griffiths, Faculty-Noncredit English as a Second Language
- Natalie Cox, Faculty-Behavioral Sciences
- Shawn Wiggins, Faculty-Mathematics
- Monica Landeros, Faculty-Latin American & Latino/a Studies
- Alex Hosmer, Classified Staff-Senior Trainer
- Fred Teti, Educational Technology Department Chair, Faculty-Mathematics
- Lisa Yamashiro, Distance Learning & Teaching Specialist, Faculty-Health Education
- Nancy Webb, Faculty Canvas Support, Faculty-Ed Tech
- Matheus Maynard Vasconcellos Frank, Student Worker
- Allen Lin, Classified Staff-Canvas Administrator
- Rob Valencia, Classified Staff-Administrative Support
- Cynthia Dewar, Dean of Online Learning and Educational Technology





Serving Students & Supporting Learning During COVID

SAN FRANCISCO
**RECREATION
& PARKS**

August 28, 2020





Park are Essential

“Throughout the COVID-19 pandemic, parks, trails and open spaces have served as vital places for communities to recreate, rejuvenate and spend time as a family. ”

National Recreation and Park Association



Never Closed



Most Parks



Trails



Community Gardens



Restrooms



Unfenced Dog Play Areas

Adapted/Re-Opened



Botanical Gardens



Fenced Dog Play Areas



Skate Parks



Tennis Courts



Golf



Boat Rentals



Construction



Bike Rentals



Grab and Go Food



Outdoor Fitness



Outdoor Dining



Volunteer Work Groups



Horseback Riding (Camps)



Picnic Areas

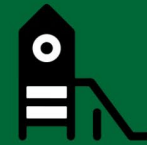


Emergency Childcare & Summer Camps



Outdoor Fitness Courts

Still Closed/Cancelled



Playgrounds



Rec Centers



Swimming Pools



BBQ Areas



Basketball Courts



Lawn Bowling



Some Parking Lots

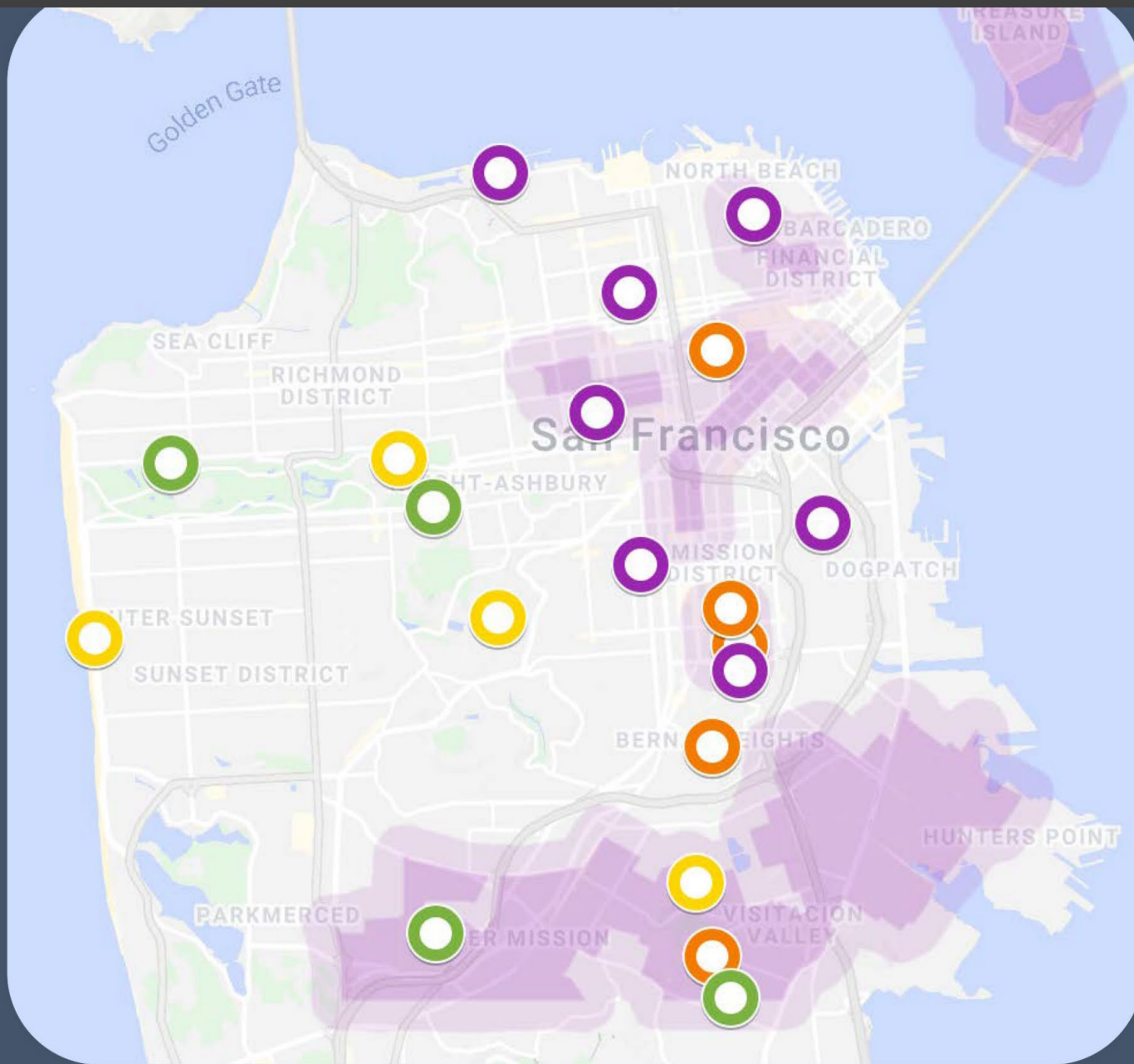


In-person Community Meetings



Roads:

- Twin Peaks Rd
- JFK Dr. (Kezar to Transverse)
- John Shelley Dr. (Mansell to Cambridge gates)
- Great Highway



COVID Testing Sites



Slow Streets



Food Pantry Sites



Social Distancing Circles



Equity Zones

40% of summer camp registrants receive a scholarship.

Pop-Up Food Pantries



Up to **1,800**
bags distributed
weekly



Fresh, seasonal produce and shelf-stable items distributed by SF Marin Food Bank to anyone in need.

- Mondays - GGP Senior Center
- Wednesdays - Arguello Stub
- Saturdays - Minnie and Lovie Ward Rec Center

COVID-19 Testing



3,500+
Tested



Open-air testing sites:

- Herz Playground
- Tenderloin Rec Center
- Garfield Square
- Parque Niños Unidos
- Bernal Recreation Center
- Crocker Amazon



SPRING 2020

Emergency Child & Youth Care

37

RPD facilities converted into
ECYC sites

11

DCYF-funded agencies opened
for ECYC

117

Average daily attendance
across all RPD sites

72

Average daily attendance
across all DCYF-funded CBO
sites

513

K-8 children of frontline workers enrolled

29,587

Free, nutritious meals & snacks served by DCYF

A background image of a hand holding a small fish, overlaid with a dark blue gradient.

SUMMER 2020

Summer Camps

32 RPD summer camps

57 DCYF-funded summer camps

131 Private summer camps

346 Childcare providers
(supported by OCEC and First 5)

3,000 Available summer camp slots

1,300 In RPD summer camps

SCHOOL YEAR 2020-21

Emergency Child and Youth Care

Five 2020-21 School Year ECYC Sites

1. Glen Park
2. Richmond
3. Sunset
4. Potrero Hill
5. Hamilton

- ✓ ECYC will start on August 31
- ✓ 178 slots for healthcare professionals and active Disaster Service Workers
- ✓ Additional 23 RPD sites will be used by preschool and other child program providers

How we're reaching students

Priority for the 178 available slots for the fall ECYC program was given to spring participants who had 60% or more attendance in fall. We are also providing an interest link to hospital workers and activated Disaster Service Workers. Approximately 35 on scholarship out of the 130 currently enrolled. More than 40 slots remain.



SCHOOL YEAR 2020-21

Community Learning Hubs

Nine 2020-21 School Year CLH Sites

- Betty Ann Ong
- Eureka Valley
- Herz
- Joseph Lee
- Minnie & Lovie Ward
- Mission Arts & Mission Rec
- Palega
- Tenderloin
- Youngblood Coleman

- ✓ CLHs will start on September 14
- ✓ 278 slots at RPD CLHs
- ✓ 5 RPD sites will be used as CLHs by partner organizations including YMCA and Boys & Girls Club



Partners

Department of Children, Youth & Their Families

Recreation & Parks Department

SF Public Library

Mayor's Office of Housing & Community Development

HOPE SF

Department of Technology & Information Services

Department of Public Health

Human Services Agency

Office of the City Administrator

DCYF Grantees

DCYF CBOs

| | | | |
|---|---|------------------------------------|--|
| 826 Valencia | Collective Impact | Mission Youth Soccer League | Special Service for Groups |
| Aim High for High School | Dance Brigade | MyPath | Stonestown Family YMCA |
| The Art of Yoga Project | Embarcadero YMCA | Our Kids First | Success Center San Francisco |
| Asian Pacific American Community Center | Felton Institute | Outward Bound California | Talent All Stars |
| AsianWeek Foundation | Flyaway Productions | Peer Resources | Telegraph Hill Neighborhood Center |
| Bay Area Video Coalition | Good Samaritan Family Resource Center | Playworks Education Energized | Treasure Island Sailing Center |
| BAYCAT | Handful Players | Portola Family Connection Center | United Playaz |
| Bayview Hunters Point YMCA | HOMEY | Potrero Hill Neighborhood House | Up on Top |
| The Beat Within | Horizons Unlimited of San Francisco | Presidio Community YMCA | Urban Ed Academy |
| Booker T. Washington Community Service Center | Indochinese Housing Development Corporation | Project Commotion | The Village Project |
| Boys & Girls Clubs of San Francisco | Ingleside Community Center | Real Options for City Kids | West Bay Pilipino Multi Service Center |
| Buchanan YMCA | Jamestown Community Center | Richmond Neighborhood Center | Youth First |
| Buena Vista Child Care | Jewish Vocational Service | Richmond District YMCA | |
| Catholic Charities CYO of the Archdiocese of SF | Larkin Street Youth Services | The Salvation Army | |
| Children's After School Arts | The Marsh | San Francisco Brown Bombers | |
| Chinatown YMCA | Mission Graduates | Shih Yu-Lang Central YMCA | |
| City of Dreams | Mission Neighborhood Centers | Southeast Asian Development Center | |
| City Surf Project | Mission YMCA | Spark | |

*More CBOs will be added to this list as they confirm their participation

SCHOOL YEAR 2020-21

Our Park Facilities During COVID


- ✓ During an unprecedented time of crisis, nearly 70% of our recreation centers and clubhouses will be programmed this fall, including ECYCs, CLHs, preschools, senior programs and other community service providers
- ✓ RPD has received approximately 1,200 inquiries from providers looking to use park spaces for Out of School Time
- ✓ An additional 14 centers or clubhouses are available as ECYCs or Hubs



Community Hubs Initiative

Joint City & Schools Select Committee

August 28, 2020



“It will take a village to address the wide range of learning needs for our City’s children and youth during the COVID-19 pandemic, and the Community Hubs will provide a much-needed resource for our most vulnerable students.”

—Mayor London N. Breed

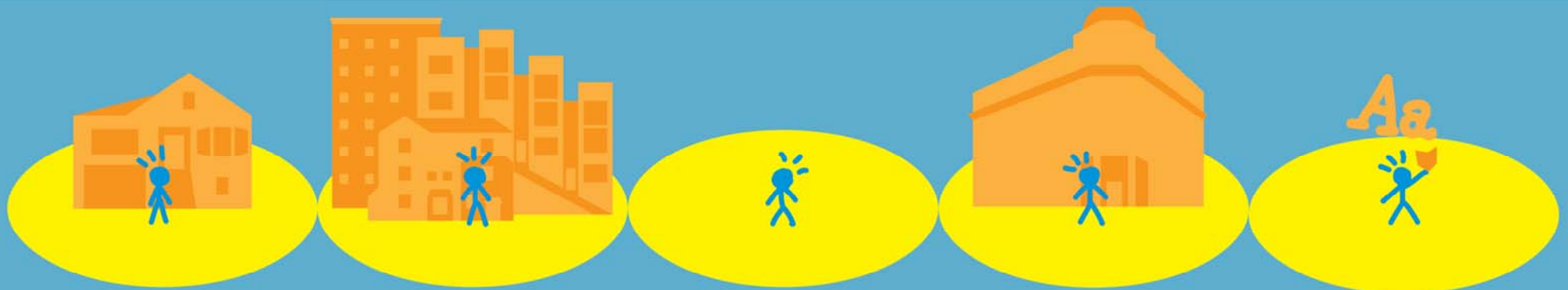
What are Community Hubs?

- ✓ Neighborhood-based
- ✓ In-person supports for distance learning
- ✓ Small, stable cohorts of youth
- ✓ Build social-emotional wellbeing
- ✓ Staffed with youth development professionals

Phase I starts September 14, Hubs will operate Monday-Friday 8:30am-5:30pm



We're fighting increasing disparities for our most marginalized students:



Low-income
households

Residents of
HOPE SF, public
housing, & SROs

Homeless
youth

Foster youth

English Language
Learners

1 Community-based organizations will outreach to **eligible families**



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

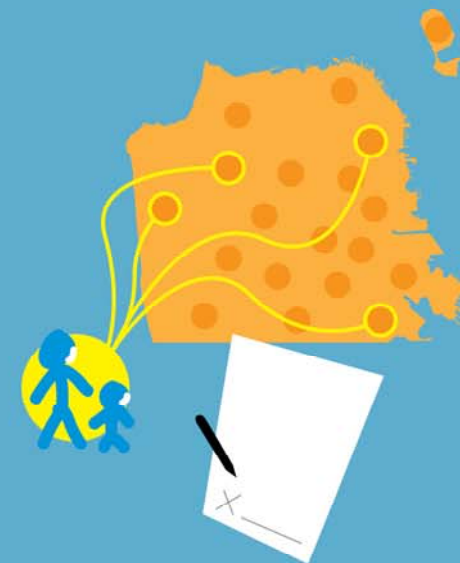


2 Parents/guardians will complete a **Community Hub application**

3 DCYF will review applications & prioritize based on **additional criteria**



Multi-system involved
No Internet access
No digital learning device



4 If eligible & space is available, an acceptance notification will be sent that must be signed and returned

Enrollment Status Update (8/28/20)

- DCYF released invite only application on **August 24**.
- The Application Form is available in six languages (Arabic, Chinese, English, Filipino, Spanish, Vietnamese).
- Priority for the initial phase of outreach for the approximately 2,000 slots is to the following populations:
 - Youth in public housing and Hope SF
 - Youth residing in Single Resident Occupancy hotels
 - Homeless and underhoused youth
 - Youth in the foster care system
- As of **August 27** at 9pm 13 applications had been submitted.

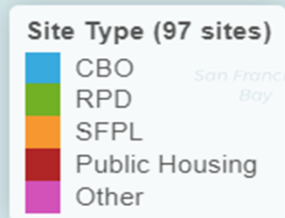
Status of Phase 1 Hub Sites (8/28/20)

| Phase 1 Community Hubs Initiatives Site and Capacity Counts | | |
|---|-----------------|-----------------|
| Supervisor District | Number of Sites | Sum of Capacity |
| 1 | 3 | 80 |
| 2 | 1 | 24 |
| 3 | 4 | 102 |
| 5 | 4 | 149 |
| 6 | 15 | 392 |
| 7 | 4 | 106 |
| 8 | 4 | 123 |
| 9 | 6 | 162 |
| 10 | 20 | 805 |
| 11 | 5 | 139 |
| Grand Total | 66 | 2,082 |

Hub Site Status Update

Site Type (97 sites)

- CBO
- RPD
- SFPL
- Public Housing
- Other



Our Partners

Department of Children, Youth & Their Families

Recreation & Parks Department

SF Public Library

Mayor's Office of Housing & Community Development

HOPE SF

Department of Technology & Information Services

Department of Public Health

Human Services Agency

Office of the City Administrator

DCYF Grantees



We're partnering with these DCYF grantees*

| | | | |
|---|---|-------------------------------------|--|
| 826 Valencia | Community Youth Center of San Francisco | Mission Neighborhood Centers | San Francisco CASA |
| ABADA-Capoeira San Francisco | CommunityGrows | Mission YMCA | Shih Yu-Lang Central YMCA |
| Aim High for High School | Dance Brigade | Mission Youth Soccer League | Southeast Asian Development Center |
| The Art of Yoga Project | Embarcadero YMCA | MyPath | Spark |
| Asian Pacific American Community Center | Felton Institute | New Door Ventures | Special Service for Groups |
| AsianWeek Foundation | Flyaway Productions | Niroga Institute | Stonestown Family YMCA |
| Bay Area Community Resources | Glide Foundation | Our Kids First | Success Center San Francisco |
| Bay Area Video Coalition | Good Samaritan Family Resource Center | Outward Bound California | Talent All Stars |
| BAYCAT | Hamilton Families | Peer Resources | Telegraph Hill Neighborhood Center |
| Bayview Hunters Point YMCA | Handful Players | Playworks Education Energized | Treasure Island Sailing Center |
| The Beat Within | HOMEY | Portola Family Connection Center | United Playaz |
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| Buena Vista Child Care | Jamestown Community Center | Real Options for City Kids | West Bay Pilipino Multi Service Center |
| Catholic Charities CYO of the Archdiocese of SF | Jewish Community Center of San Francisco | Richmond District YMCA | Women's Audio Mission |
| Children's After School Arts | Jewish Vocational Service | Richmond Neighborhood Center | Youth Art Exchange |
| Chinatown YMCA | Juma Ventures | Safe & Sound | Youth First |
| City of Dreams | Larkin Street Youth Services | The Salvation Army | |
| City Surf Project | The Marsh | Samoan Community Development Center | |
| Collective Impact | Mission Graduates | San Francisco Brown Bombers | |

*More CBOs will be added to this list as they confirm their participation

It takes a village.

We can't do this alone. Our children are all our responsibility.



Donations to Give2SF.org can be used to support Community Hubs

Make a tax-deductible contribution

The City and County of San Francisco can accept tax-deductible monetary contributions for the City's COVID-19 outbreak response efforts.

These efforts include providing shelter, food and other assistance to individuals, families, small businesses, and nonprofits in San Francisco.

You can pay online by card or electronic check.

[Donate now](#)

Making San Francisco



a great place to grow up





Fall 2020

City College of San Francisco

Kristin Charles

Associate Vice Chancellor, Institutional Advancement & Effectiveness

**Presented to the Joint City, School District, and City College Select
Committee August 28, 2020**

COVID-19 Impact on Instruction

- Status of Fall 2020:
 - Starting with all in-person classes remote distance learning
 - Current SFDPH order limits in-person instruction
 - Remote instruction includes both credit and noncredit classes
 - Planning for in-person instruction in certain areas, pending state and local restrictions:
 - Nursing and Vocational Nursing
 - Allied Health
 - Construction
 - Culinary Arts and Hospitality
 - In-person instruction modified based on health department guidelines to protect health of faculty, staff, and students

Support for Faculty During COVID

- Spring - provided instructional continuity course in Canvas
- Fall - all faculty members with instructional assignments receiving training in temporary distance learning
- Office of Online Learning and Educational Technology is extremely mindful of social justice and equity
 - Emphasizes asynchronous instruction
 - Flexible attendance for synchronous meetings
 - *Welcome to Canvas* empowers students in how-to-use Canvas

Support for Students During COVID

- Training for students in using Canvas
 - Passport to Canvas training
 - *Welcome to Canvas* user module embedded in each remote instruction class
 - 24/7 Canvas support hotline
- Online Library services
- Online tutoring services embedded into Canvas
- Tips for successful remote learning

Support for Students During COVID

- Virtual Campus accessible from www.ccsf.edu
 - Virtual service counters (Zoom, phone) in all Student Services areas
- Emergency Aid to Students
 - Cash grants
 - Safeway gift cards
- Technology for Students
 - Chromebook Loan Program
 - Wi-Fi Hot Spots



Joint Select Committee: Community Hubs Update 08.28.20

Background

- DCYF has designed Community Hubs to provide in-person supports for school-aged children while schools are closed
 - Will follow health guidelines
 - Neighborhood-based
 - Focus on marginalized students and communities



Background

- DCYF is organizing and executing this initiative, including assessing demand, prioritizing focal students and conducting registration.
- DCYF and other City partners will organize and provide the staffing, technology and materials for the Community Hubs.



Background

- Public health guidance requires that schools remain closed and that we continue to limit contact with people not in our immediate household.
- We also want focal students to have access to learning support opportunities in person, following health guidelines.
- SFUSD continues planning for a gradual return to a hybrid form of in-person instruction, primarily focused on elementary schools, when data and science indicate it is safe to do so.





SFUSD Roles

On Tuesday, August 25, 2020, the Board of Education expressed their support to work collaboratively with the City and DCYF on the Community Hubs.

- At this time, SFUSD is not planning to provide space to school campuses for these hubs.
- SFUSD will continue to work with DCYF to jointly assess whether adding school campuses should be considered in order to serve additional students and families.
- Potential use of SFUSD space for Community Hubs should be aligned with plans for gradual return to in-person learning as they evolve.

SFUSD Roles (cont.)



- SFUSD will communicate registration information to our families to make sure eligible students and their families receive information about how to sign up to participate if they choose to do so.
- SFUSD will support CBO providers in supporting our students with distance learning.
- State and federal ExCEL grant funds to SFUSD will not be used to support the community hubs but will continue to support the school sites the grants are designated for.

- **Health and Safety**
 - Cohort size
 - Testing
 - Protocols for positive cases / outbreaks
- **Focal Students**
 - Who are our agreed-upon priority focal populations for the limited spots?
 - What data do we need to identify those students?
- **Location**
 - How can we make the locations accessible to our focal students and families?
- **Outreach**
 - What will a successful outreach plan look like?

- **Learning support**
 - How can SFUSD support CBO's to support children in different grade levels?
 - How can we collectively provide differentiated support for students with disabilities and English Learner students?
- **Additional resources**
 - Technology supports - how to support CBO's in aligning to SFUSD distance learning platforms
 - Family resources

Next Steps

- Continue to work with DCYF on outreach and identifying focal students
- Monitor demand as applications come in
- Review possibilities of adding SFUSD space if warranted by demand



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

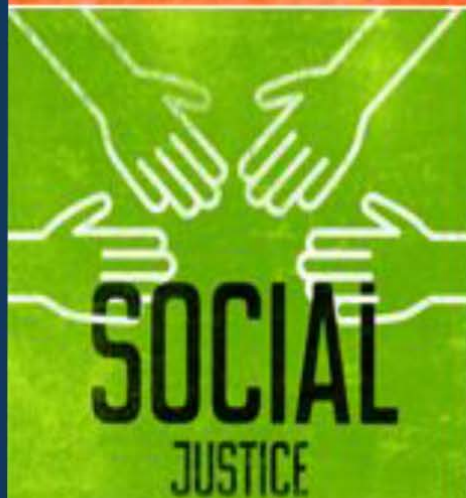
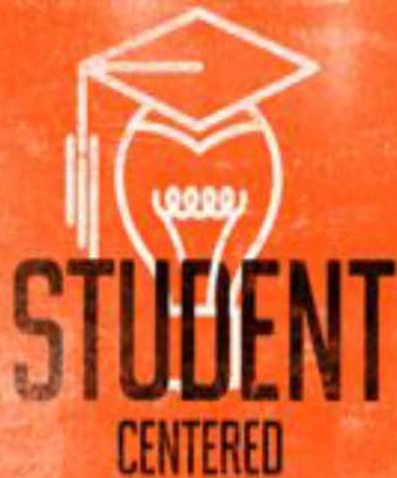
July 24, 2020

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



Our Mission

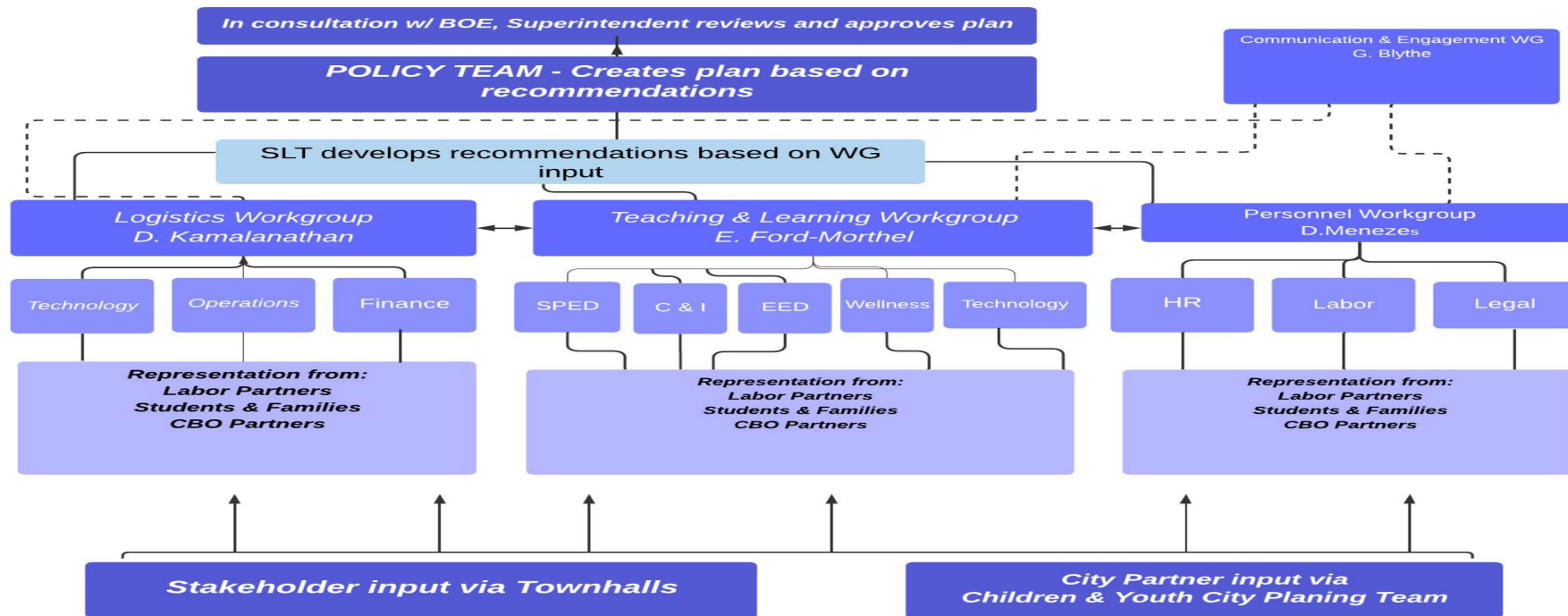
Every day we provide
each and every student
the quality instruction
and equitable support
required to thrive in the
21st century.

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



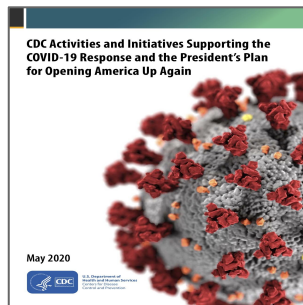
Timeline



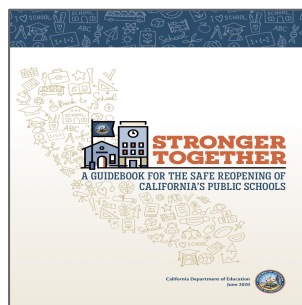
Information Collection

Guiding Documents

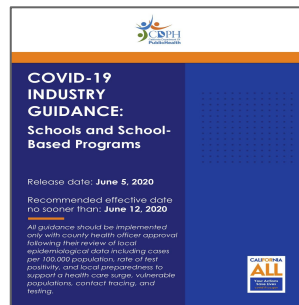
10



Centers for Disease Control and Prevention (CDC)



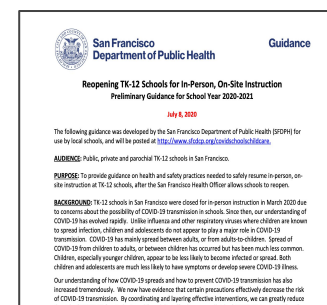
CA Department of Education (CDE)



CA Department of Public Health (CDPH)



Assembly Bill 77 (AB77)
Senate Bill 98 (SB98)



SFPDHP 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

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

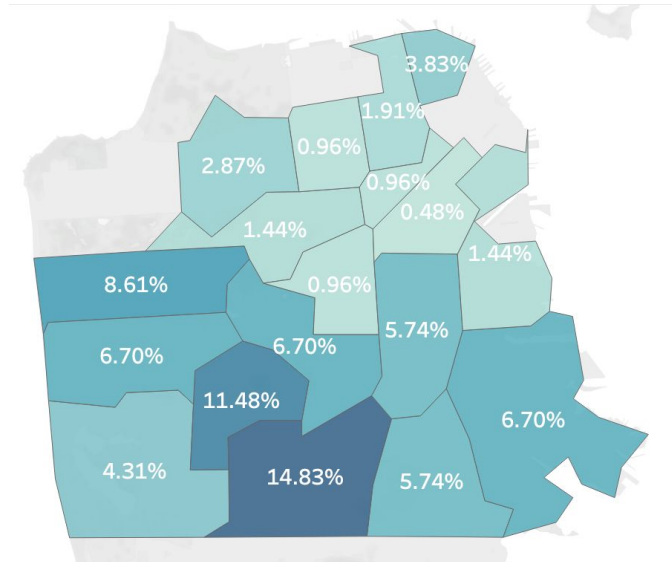
| Event | Count of Participants |
|------------------------------------|-----------------------|
| Teacher and Paraeducator Town Hall | 923 |
| Staff Town Hall | 334 |
| Cantonese Town Hall for Families | 602 |
| Community Partners Town Hall | 264 |
| English Town Hall for Families | 3,049 |
| Student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

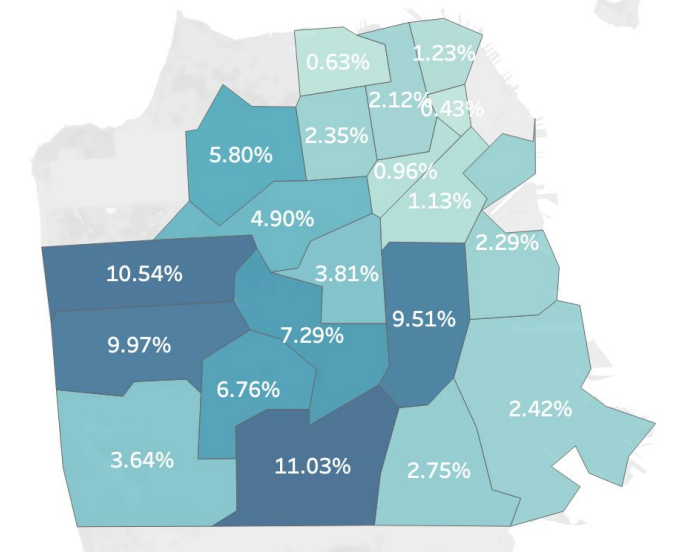


Town Hall Participants by ZIP code

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

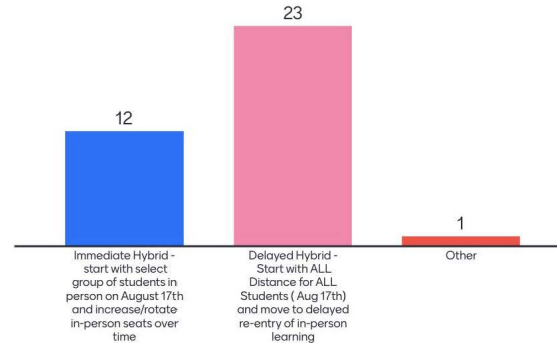
- Participated in 2 Day Design Sprint to Rethink School, followed by 3 working group convenings
- Reflected on our learnings during **distance** education (based on fishbowl, surveys, data review and other feedback)
 - *Identified what we want to keep and/or expand*
 - *Identified what we want to abandon 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

Go to www.menti.com and use the code 91 16 17

Mentimeter

When would we bring students back to in-person learning?



36



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
Antoniae 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

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 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

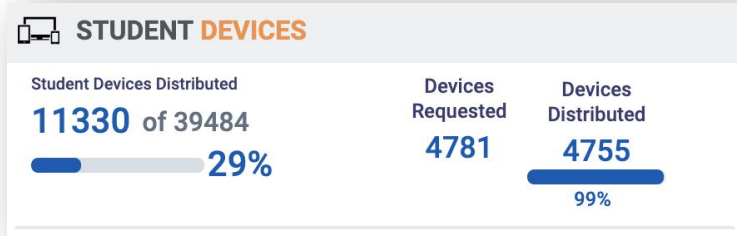
**SFUSD Student Nutrition Services is
committed to ensuring no child goes
hungry and is providing free meals to all
children in San Francisco.**

sfusd.edu/schoolfood

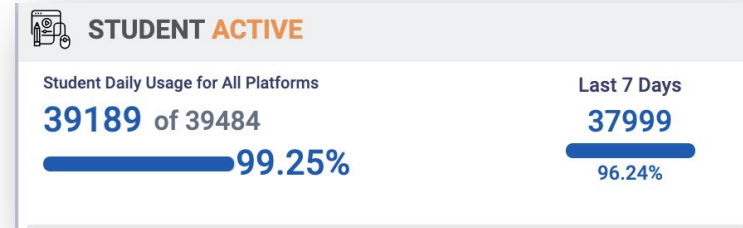
Bridging the Digital Equity Gap: Technology Distribution Progress [Grades 3-12]

5

- **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

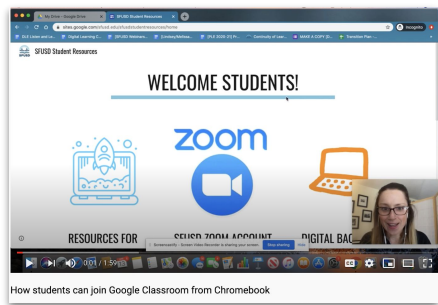
- 240 Robust backpacks door to Door Delivery PK/TK
- 4,629 families Pk-2 are signed up for Literacy Texts

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



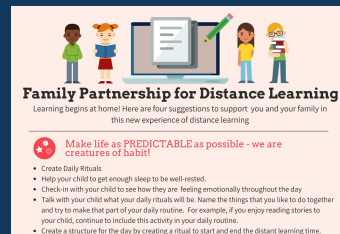
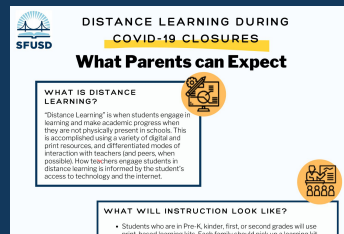
Student Support



- 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

7



- 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 Support¹²

- [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

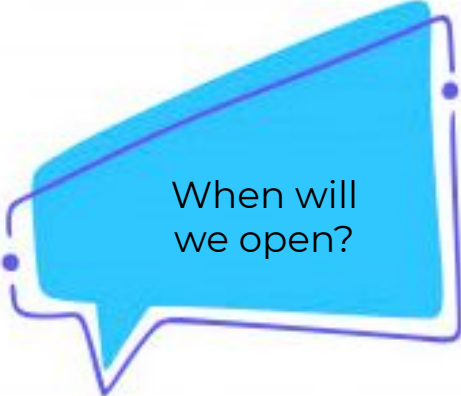
In partnership with the City of San Francisco Department of Technology, installing wifi access in public housing communities to reach another ~500 SFUSD students:

| | |
|-------------------|--------------------|
| 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 :

16

- 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

17

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

OPEN AND MONITOR



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

"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 + Deep Revenue Cuts = Financial Dilemma

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?




Community Learning Hubs

Joint City, School District, and City College Select Committee

August 14, 2020

Key Considerations

- 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
- 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



“It will take a village to address the wide range of learning needs for our City’s children and youth during the COVID-19 pandemic, and the Community Learning Hubs will provide a much-needed resource for our most vulnerable students.”

—Mayor London N. Breed

What are Community Learning Hubs?



- ✓ Neighborhood-based
- ✓ In-person supports for distance learning
- ✓ Build social-emotional wellbeing
- ✓ 2:20 staff to youth ratio

Starting September 14, Hubs will operate Monday-Friday 8:30am-5:30pm



Researchers estimate that “COVID slide” could cause elementary schoolers to lose **50%** of learning gains in math and **30%** in reading

[Wall Street Journal, "Schools Try to Stem 'Covid Slide' Learning Loss"](#)



30% of families reported they did not have what they need to support distance learning
19% reported they didn't have other resources they needed

[SFUSD Fall Planning 2020 Report](#)



A third or less of surveyed SFUSD families were satisfied with distance learning in the Spring, felt their student learned at the same level as in regular school, and reported that their child was motivated to do schoolwork.

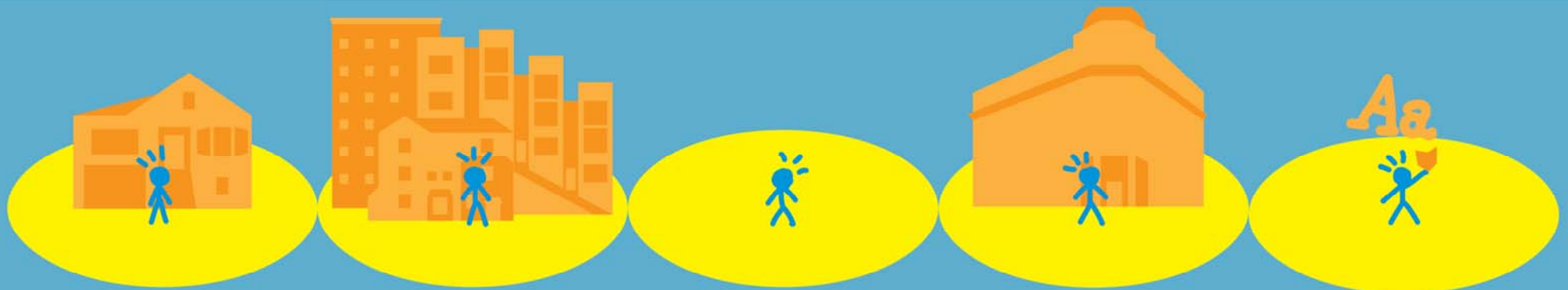
[SFUSD Fall Planning 2020 Report](#)



Formation of “**Pandemic Pods**” by private citizens threatens to leave behind families that can't afford to join

[SFGate, "'Learning Pods' threaten to widen the privilege gap in Bay Area schooling"](#)

We're fighting increasing disparities for our most marginalized students:



Low-income
households

Residents of
HOPE SF, public
housing, & SROs

Homeless
youth

Foster youth

English Language
Learners

What do youth get out of it?

The young people who need it most will have the means to succeed in distance learning:

- Access to safe & sanitized spaces
- Snack & 2 nutritious meals per day
- Access to technology & Internet connectivity
- Support by dedicated youth development professionals



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

Additional Supports

Snack, Lunch and Supper

Family Resources

Mental health and well-being
supports



How we're reaching students

DCYF is working closely with HOPE SF, MOHCD, HSA & our CBOs to identify students with the greatest needs & conduct direct in-person outreach; invitations will be sent to these families to enroll in the Hubs on August 15 and close September 4



Partners

Department of Children, Youth & Their Families

Recreation & Parks Department

SF Public Library

Mayor's Office of Housing & Community Development

HOPE SF

Department of Technology & Information Services

Department of Public Health

Human Services Agency

Office of the City Administrator

DCYF Grantees



We're partnering with these DCYF grantees*

| | | | |
|---|---|------------------------------------|--|
| 826 Valencia | Collective Impact | Mission Youth Soccer League | Special Service for Groups |
| Aim High for High School | Dance Brigade | MyPath | Stonestown Family YMCA |
| The Art of Yoga Project | Embarcadero YMCA | Our Kids First | Success Center San Francisco |
| Asian Pacific American Community Center | Felton Institute | Outward Bound California | Talent All Stars |
| AsianWeek Foundation | Flyaway Productions | Peer Resources | Telegraph Hill Neighborhood Center |
| Bay Area Video Coalition | Good Samaritan Family Resource Center | Playworks Education Energized | Treasure Island Sailing Center |
| BAYCAT | Handful Players | Portola Family Connection Center | United Playaz |
| Bayview Hunters Point YMCA | HOMEY | Potrero Hill Neighborhood House | Up on Top |
| The Beat Within | Horizons Unlimited of San Francisco | Presidio Community YMCA | Urban Ed Academy |
| Booker T. Washington Community Service Center | Indochinese Housing Development Corporation | Project Commotion | The Village Project |
| Boys & Girls Clubs of San Francisco | Ingleside Community Center | Real Options for City Kids | West Bay Pilipino Multi Service Center |
| Buchanan YMCA | Jamestown Community Center | Richmond Neighborhood Center | Youth First |
| Buena Vista Child Care | Jewish Vocational Service | Richmond District YMCA | |
| Catholic Charities CYO of the Archdiocese of SF | Larkin Street Youth Services | The Salvation Army | |
| Children's After School Arts | The Marsh | San Francisco Brown Bombers | |
| Chinatown YMCA | Mission Graduates | Shih Yu-Lang Central YMCA | |
| City of Dreams | Mission Neighborhood Centers | Southeast Asian Development Center | |
| City Surf Project | Mission YMCA | Spark | |

*More CBOs will be added to this list as they confirm their participation

It takes a village.

We can't do this alone. Our children are all our responsibility.



Community Learning Hub Site Map *

* This map should only be used for planning and should not be used as the final list of Hub sites.

Making San Francisco



a great place to grow up





Joint Select Committee: SFUSD Fall Planning & Distance Learning Update August 14, 2020

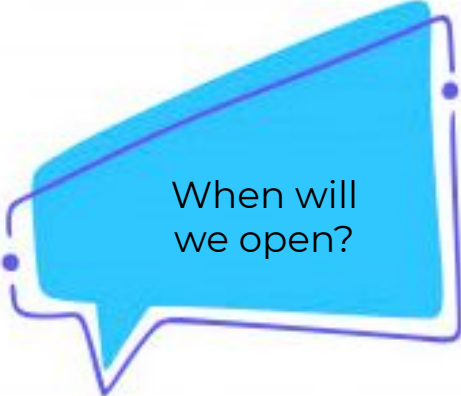
Agenda for

- Fall Planning
- UESF/SFUSD MOU Update
- Distance Learning Guide
- Fall Distribution Plan
- Next Steps

Fall Planning Updates




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?

***Distance
Learning**

***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

**Phase 1: Distance
Learning**

Phase 2: Hybrid

**Phase 3: Full
Return**

Planning for Phase 2: Hybrid

Phase 2: Hybrid



Priority Student Groups

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

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



Grouping Options/Possibilities for Students

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



Rethinking the Use of Time and Space

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

UESF / SFUSD MOU Update

Highlights - Memorandum of Understanding with UESF

- Ratified by UESF and approved at the Board of Education on Tuesday, August 11
 - MOU can be found on the SFUSD website: [Special Order of Business](#)
- Teachers will provide no less than one hundred and twenty (120) minutes per day of synchronous instruction/interaction
- 7 hour workday
- A good faith effort to assign unit members to available workspaces as needed

Distance Learning Fall 2020



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

-SFUSD parent

Connection

Communication

Consistency

The Distance Learning Priorities

four consistent approaches that we will implement across our system.



**Consistent
Structures for
Support**



**Anti-Racist
Practices**



**Deeper Learning
towards the
Graduate Profile**



**Wellness &
Authentic
Partnership**

Consistent Structures for Support



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

- **MORE CONSISTENT SCHEDULES**
 - Common Start Time across most schools TK-12 (9:00 am)
- Instructional Minutes (informed by Senate Bill 98)
 - Grades TK - K 3 hours (180 minutes)
 - Grades 1 - 3 3 hours 50 minutes (230 minutes)
 - Grades 4 - 5 4 hours (240 minutes)
 - Grades 6 - 8 4 hours (240 minutes)
 - Grades 9 - 12 4 hours (240 minutes)
- Teachers will provide no less than hundred and twenty (120) minutes of **synchronous** instruction, daily in grades TK-12.
- Instructional Materials
 - Use of Common Approved Applications and Curricular Materials
 - Common Core State Standards Aligned
 - Follows District Scope and Sequence
 - Enhanced by site/teacher materials
- Assessment of Access & Distribution
 - Site Instructional Materials and Device Distribution





Digital Distance Learning

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



Non-Digital Distance Learning

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

Daily Instructional Minutes

(informed by Senate Bill 98)

| | |
|---------------|---------------|
| Grades TK - K | (180 minutes) |
| Grades 1 - 3 | (230 minutes) |
| Grades 4 - 12 | (240 minutes) |



Teachers will provide no less than hundred and twenty (120) minutes of synchronous instruction, daily in grades TK-12.

Synchronous Instruction/Learning*

A learning event in which students are engaging in learning with an educator at the same time, usually on the computer or telephone.

LIVE!

Asynchronous Instruction/Learning

Learning occurring when the teacher and the students interact in different places and during different times. This may be through a prerecorded video, web based lessons, or a series of self paced assignments & projects.

Fall Distribution Plan

Digital & Non-Digital Materials Distribution



Establish
a **site**
distribution
plan



Identify and
prepare
a **site**
distribution
team



Connect
with
families



Determine
student
technology
&
non-digital
materials
needs



Launch
distribution
event(s)



Provide
support +
ensure
connection

ES:
Week of
August 10*

ES/MS/HS:
Week of
August 17

*Targeting week of August 10 to start for PK-3 distribution





First 30 Days At a Glance

Wellness & Authentic Partnership

Coordinated Care Team:

Members include the school based staff whose work focuses on school climate and aims to support the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership.

Consistent Two-Way Communication

Intentional Outreach to families and establishment of structures for two-way communication and relationship between home and school.

District Wide Wellness Checks

In August, November, February and April. The Wellness Check primary focus to listen to and affirm the needs of our families, to offer links to immediate resources and to identify families for further follow-up.

Professional Learning

Mindset

Centrally designed asynchronous modules on anti-racist teaching/ racial healing and deeper learning.

Launch Sessions

Centrally designed asynchronous sessions where teachers are introduced to the launch unit design and facilitation & accompanying office hours and synchronous sessions

Virtual Lab Classrooms

Centrally facilitated recurring sessions (organized by grade and content) where teachers share best practices.

Instruction & Connection

2 Week Launch Unit (Unit Zero)

Centering community building, student identity, academic routines, and how to launch a virtual community

4 Week Unit One (2 weeks in ES)

Discipline specific unit geared toward distance learning

Major Work of the Grade & Accompanying Professional Development

Structures for Support

Connecting

- Intentional relationship building with students & Families
- 1:1 as needed with students and families to make connections and ensure readiness for distance learning
- Establish positive, 2 way communication with families
- Family and student 1:1 outreach for relationship building & support (phone, text, Zoom or Google Meet)
- School meetings and town halls

Community Building

- Welcome new students (Videos sent out)
- Get-to-Know-You Activities & Assignments
- Classroom agreements & Expectations for
- Distance Learning
- Academic, thinking, participation routines
- Students set up learning space
- Academic, thinking, participation routines
- Daily mindfulness, breathing and meditation
- Journaling

Attendance & Engagement

Students are expected to actively participate in instruction, daily, as informed by their teachers. participation will take many forms and may include

- Attending a zoom class, with or without camera on
- Joining a google hangout, with or without speaking
- Participating in a group chat(s)
- Direct email, call, or text with their teacher
- Evidence of completion and submission of assignments
 - Assignments may be submitted via district-designated platforms, or via emails, photos, phone conferences, or other forms of documentation (as appropriate).

Teachers and Staff follow up and check in to make sure and have a plan for those who are not in attendance

The SFUSD Graduate Profile



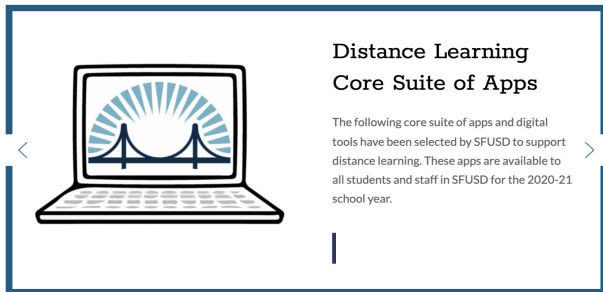
Cultivating agency, honoring identity and building proficiency toward rigorous outcomes to achieve the Graduate Profile

- Access to instructional materials and devices so can engage in learning.
- Instructional Materials
 - Use of Common Approved Applications and Curricular Materials
 - Common Core State Standards Aligned
 - Follows District Scope and Sequence
 - Materials Distribution from Sites
 - Increased Access to Rich and Diverse Books (SFPL)
- Professional Development, Lab Classrooms for Educators and Sharing of Best Practices for Distance Learning
 - How to engage students?
 - What does rigorous learning look like remotely?
 - When to go live and what to use?
- Increased Resources and More Clarity about Teaching and Learning Remotely
- More Student to Student Collaboration
- More Educator Collaboration within and across sites

Anti-Racist
Practices



Digital Resources



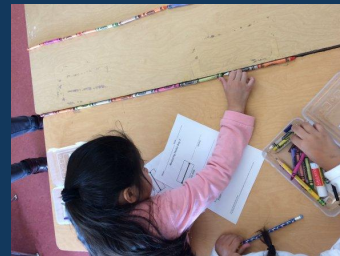
Learning Management Systems

- Grades PK-2: Seesaw
- Grades 3-12: Google Classroom

Digital Backpack






- District-approved applications organized by instructional purpose
- Associated getting started and creative use resources
- Support for recommended tools

Non-Digital Materials



- Common Core Aligned
- Follows SFUSD Scope and Sequence
- Language Considerations
- Non-digital resources also available in the digital classroom
- ELD resources to support best practices
- Rich trade books/leveled texts for personalized instruction
- Family friendly to support authentic home-school partnership
- TK-2 School Supplies

Core Digital Tools: Resources for Teachers & Families

| Platform | Resources for Teachers | Resources for Families |
|--|---|--|
|  | SFUSD Training Resources Webpage <ul style="list-style-type: none"> Recorded webinars Self-guided resources | SFUSD Tech Resources for Families Webpage <ul style="list-style-type: none"> How does my student log in to Google? |
|  | <ul style="list-style-type: none"> Google Classroom webpage Getting started (webinar video) Assignments & feedback (webinar) Linking Classroom to Synergy (1-pager) | Google Classroom for Families <ul style="list-style-type: none"> Guardian Summaries |
|  | <ul style="list-style-type: none"> Getting started webinar Self-guided resource | <ul style="list-style-type: none"> Seesaw for Families Page <ul style="list-style-type: none"> How to log in, videos, recursos en español Getting Started: 1-pager |
|  | <ul style="list-style-type: none"> Zoom basics: webinar, self-guided Zoom breakouts: short video, 1-pager | Getting Started Webpage |
|  | <ul style="list-style-type: none"> Getting started webpage Recorded webinar Self-guided resource | Virtual Meetings for Families <ul style="list-style-type: none"> Hangouts Meet |

Instructional Materials Availability and Access

Digital Technology and Instructional Materials Available

PK/TK

All PK/TK students:

- Let's Learn Language Arts workbooks with parent tip card
- Site-based supplies: pencils, markers, crayons, etc.
- TK Only: Handwriting Without Tears
- Additional resources available in Google Classroom

K-5

All K-2 student will receive:

- Let's Learn Language Arts workbooks with parent tip card
- Leveled take home books for K-2 students who need books
- Google Touch for K-2 students who need it
- Supplies: Notebooks, pens, pencils, markers

All K-5 students will receive:

- K-5 English Language Learners will receive Wonders ELD books
- Math class and homework books

6-12

Math, Science and ELD student facing materials are available on a site by site basis. Wait for confirmation from your school before going to pick up materials.

- Packets and supplemental print based options for students with IEPs, English Language Learners and students who are unable to access print based materials coming shortly.

SFUSD will loan Chromebooks and hotspots for internet connectivity to students who need

Request technology at sfusd.edu/familytechnology.



Supports for Special Student Populations

Students with Individualized Education Plans

Special education students require specialized academic instruction and related services in order to access and thrive educationally. We know that we have to be intentional in our support for students with IEPs to support their needs in distance learning.

English Learners

English learners benefit from routines and consistency across grade levels and teachers. English Learners require Designated and daily Integrated ELD to support their language development needs.

Foster, Homeless, Sheltered & Recently Detained

These students and families are already managing other big transitions during our collective transition and we will work to ensure support is in place to onboard them smoothly, build connections to the school community, and check regularly to address barriers as they arise.

Students who we were challenged to engage

Students who logged on and/or participated in distance learning less than sixty percent of the time during the Spring semester and need a different approach to supporting successful learning for the Fall. .

Wellness and Authentic Partnership



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

- ACCESS to information
- Regular Communication with Families from sites
- Ongoing Communication
- Working Groups
- Ongoing Listening Sessions throughout Fall
 - Town Halls
 - Site Meetings
 - Surveys and Focus Groups
- More resources for families and students
 - Videos
 - Content in multiple languages
 - Resource Link Line
- Meals and Food Distribution
- 4 Wellness Checks throughout the year
- District Wide Student Check in
- Daily LIVE Interaction with students
- CBO Forums

Anti-Racist
Practices



Authentic Family Partnership



Site Based Coordinated Care Team (CCT): ²⁵

- Members include the school based staff whose work focuses on school climate & family partnership
- Purpose is to support the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership
- Support from SFCSD Central Team for
 - Professional Development
 - Consultation for Early Intervention for students & families
 - Targeted Supports, including connecting with City resources

San Francisco
Unified School
District

Fall Planning
2020



July 28, 2020



Distance Learning Resources

26

★ [SFUSD Fall Learning Plan](#) - big picture overview of state and local guidance, Spring data review and stakeholder input, and plans for starting school

[SFUSD Distance Learning Guide](#) - revised detailed guide for leaders and educators to support distance learning

★ [Family Distance Learning Guide](#) - family-friendly version of the Distance Learning Guide

[First 30 Days](#) - instructional guidance to support student learning



Parentvue - The Best Source for Communication

About ParentVUE

ParentVUE offers secure, private access to your student's school information, including:



Assignments and Grades

View assignments, grades, and report cards.
Report cards are available in the Documents tab.



Attendance

See attendance and support your student's class participation.



District and School Communications

Update your contact information to ensure you receive school and districtwide notifications.



Student Login Information

View your student's login to SFUSD digital learning platforms.

One account gives you access to all of your students in SFUSD. Activate today: sfusd.edu/activate.

Each parent/guardian who has Educational Rights to their students can have an account. Once you activate your account, you can use that log in throughout your student's SFUSD schooling. No need to activate each year.

ParentVUE is also the best way to [update your contact information](#) to ensure you receive district and school notifications.

What is needed?
Active email address:
sfusd.edu/familyemail
Activation Code*

Family Portal (ParentVUE)

LOGIN

Each parent/guardian who has Educational Rights to their student(s) can have a ParentVue account. ParentVue offers secure, private access to your student's information, including:

Assignments and Grades
View assignments, grades, and report cards.
Report cards are available in the Documents tab.

Attendance
See attendance and support your student's class participation.

District and School Communications
Update your contact information to ensure you receive school and districtwide notifications through text, email and calls.

Student Login Information
View your student's login to SFUSD digital learning platforms.

To activate, you need an email address and an activation key. Once you activate your account, you can use that log in throughout your student's SFUSD schooling. No need to activate each year. One account gives you access to all of your students in SFUSD. Activate today: sfusd.edu/activate.

| Using a Web Browser | Using the Mobile App |
|--|--|
| <ol style="list-style-type: none">1. Enter portal.sfusd.edu and click ParentVUE.2. Click "Activate" then click "Activate Account." | <ol style="list-style-type: none">1. Click either "Allow" or "Don't Allow" ParentVue to send you notifications.2. Swipe left and enter your Zip Code.3. Click "San Francisco Unified School District." Click Yes to verify.4. It will ask if you have an activation key. Click Yes. |

Questions? Please contact your school site or visit sfusd.edu/parentvue.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco Unified School District

Family Distance Learning Guide 2020



Fall 2020



How to Stay Informed

Start with your school site. Teachers and site leaders have the most personalized information for your student and family. In addition, SFUSD shares information for all community members. Updates can be found on the [SFUSD website](#)

Family Digest

SFUSD sends an email to all families who have email addresses in our system every Wednesday evening with important updates and resources. The digest is also posted [online](#).

PK-2 Text Program

Families of PK-2 students will automatically be enrolled in READY4K text messaging. Each week, families will receive 3 texts with fun facts and age appropriate tips to help children learn and grow. [Research](#) and sample [texts](#).

Board of Education Meetings

The Board of Education meets in regular meetings two times each month and hears public comment in each forum. Meetings are broadcast on SFGov TV and KALW radio station. The schedule is posted [here](#).

Student & Family Handbook

The Student and Family Handbook is a resource for all SFUSD stakeholders to understand the rights that you have in the district and expectations for participation. Find the updated version [here](#).

Frequently Asked Questions

See our growing list of [SFUSD FAQ's](#) to help you navigate teaching and learning during COVID-19. Fill out this [form](#) if you cannot find the answer to your question and we'll get back to you shortly.

Family Partnership Webpage

Find tips, tools and resources for supporting family partnership. SFUSD is dedicated to making family partnership come to life. Please visit [SFUSD Family Partnership webpage](#)



Anti-Racist
Practices



Family Distance Learning Guide Frequently Asked Questions (FAQs)

COVID-19 SCHOOL CLOSURES
HOME PAGE

SFUSD Summer Guide

Fall 2020 Learning Plan



Updates



Spring 2020 Distance
Learning Plan



Family & Student Supports



Technology Resources for
Families



Family Distance Learning Frequently Asked Questions (FAQs)

Last updated August 12, 2020

What will Fall Distance Learning look like?



How will my child(ren) get materials for school?









What's my child's schedule? What if I have multiple students in SFUSD?



Support Resources for Schools on Technology Access & Use

SFUSD has a menu of support resources to help schools with successfully deploying and leveraging technology.

| | | |
|---|---|--|
|  | Resource Library for Schools | Visit our Resource Library for Schools , which includes: Chromebook Basics, FAQs to provide support from school site to families, safety and wellbeing (dig. Cit. how to unplug), tools and Apps on your chromebook , device support, Internet support, Virtual Meeting support (Zoom + Google Meet) |
|  | Tech Access Deployment Guide | A detailed Administrator guide for SFUSD's Fall Deployment plans can be found here . A toolkit to help schools plan with embedded support resources and available dedicated staffing support for distribution. |
|  | Getting Started Guides | There are a number of guides available to help you in Getting Started with Digital Platforms and Tools . These guides include (but are not limited to): How to Facilitate Digital Distance Learning , Accessibility in Digital Design , Guidance on Virtual Meetings , and more! |
|  | Digital Learning Facilitators (DLeafs) | DLeaFs work to support technology-enabled learning and collaborate with site administrators and the Digital Learning team to design support for teachers and families. This role is stipended through the Department of Technology. Designate your site Digital Learning Facilitators today! |
|  | Digital Learning Tools | Find a comprehensive guide on the foundational skill building support that DoT will provide for introduction to core platforms, digital agency curriculum, strategies for supporting students and families remotely, and digital learning skills in the Tech Skills Foundations Overview . |
|  | Youtube Playlists | The Digital Learning Youtube Channel has playlists on our top recommended applications (Zoom, Hangouts Meet, Classroom, and Seesaw), as well Digital Citizenship, Instructional Strategies and Ideas, Family Technology Tutorials, and more! |

Strategies for Supporting Students and Families



- [Top family resources](#): Family Resource Link, family technology and device take-home tutorials in multiple languages, and FAQs.
- [Tech Resources/Videos for Families](#) (more multilingual!)
- Weekly Text Messages with strategies and routines that are age specific and developmentally appropriate
- **NEW**: Individualized tech support. [Sign-up for appointments](#).
- Digital Agency Curriculum [Comprehensive guide](#) with ready-made materials to promote healthy, positive online interactions and behavior. Integrated in first 30 days curriculum guide
- Approved digital learning applications for students at [Digital Backpack site](#).



TIP: Before you start a book, look at the cover together. Ask, "What do you think this story will be about?" Questions help kids get more out of the story.



Distance Learning Resources for Families

All Icons on This Slide Are clickable when in "Present" mode



Student & Family Resource Link:

The "Help Desk" for all SFUSD Family Needs



Family Tech Tutorials:

YouTube Playlist



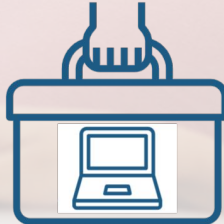
SFUSD.EDU

Tech Resources for Families Page



Technology FAQs

for Families



Student Take-Home Tech: Tutorials in 6 Languages

Wellness



District Wide Family Wellness Check-ins

33

- August, November, February and April
- Designed as a family partnership practice with primary focus on listening to and affirm the needs of our families, to offer linkages to immediate resources and to identify families for further follow-up.

District wide Student Check-in

- Exploring survey options to collect quick perception data from students to deliver frequent, rapid supports throughout the year.

Wellness Resources for Students and Families

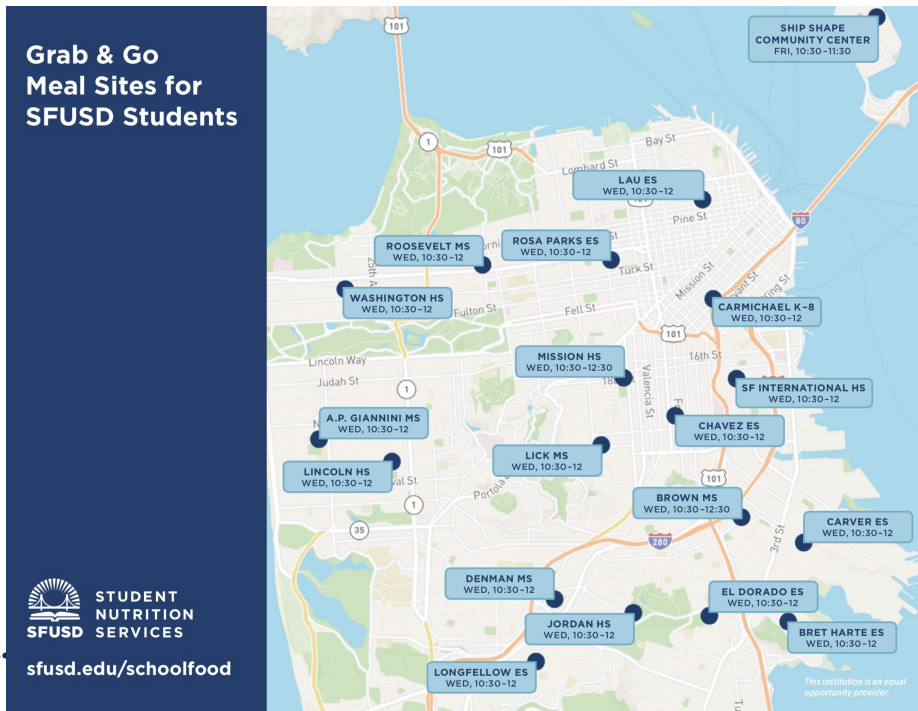
SFUSD STUDENT AND FAMILY RESOURCE LINK

Access the Family Resource Link in three ways:

- Go to familylink.sfusd.edu to complete an [online request form](#)
- Email request at familylink@sfusd.edu
- Call 415-340-1716 *



TALK Line, 24-hour parental stress phone support line. Please call 415-441-KIDS (5437) if you need support.



FIND MANY MORE RESOURCES HERE:

<https://www.sfusd.edu/learning/resources-learning/continuity-learning/families/family-student-supports>



Grab & Go Meals

SFUSD meal sites closed August 12

Beginning August 19, Grab & Go meals will continue at [18 school sites](#)

- Due to USDA policy, meals will be available to SFUSD students only
- Free meals will be available to eligible students
- If a student is not eligible, \$22.50 per bag will be charged to their SchoolCafe account
- Submit the Multipurpose Family Income Form to apply for free school meals! sfusd.edu/MFIF



STUDENT
NUTRITION
SERVICES

Contact Student Nutrition Services:
SchoolLunch@sfusd.edu
415-749-3604
sfusd.edu/schoolfood

The non-digital need




~12,000
Learning
Kits

Spring Non-Digital Distribution

36

- ~15,000 students district-wide received learning packets
- ~30,000 books were delivered
- ~300 3-12 students who did not have digital access received targeted/specific grade level learning packets

Priority for August Non-Digital Distribution

| | | |
|---|--|--|
| PK- 2 Students |  | Supplies and workbooks/trade books for all students Leveled texts for targeted students (F&P data needed to identify student reading levels) Spanish Language Pathways & Spanish as a home language receive appropriate materials |
| Students in 3rd-12th not reached in Spring with Priority to (EL, African American Students, students facing homelessness/in transition) |  | Targeted instructional materials Language needs addressed |
| Replacement of lost materials |  | Limited supply of additional resources will be purchased to refresh lost materials |

The digital need




~15,000 devices

Spring Technology Distribution

37

- ~13,500 students district-wide already received a Chromebook/tablet
- ~4,000 received a hotspot device for wifi access
- Majority of students have access to some type of device/wifi based on online activity
- Expanding distribution sites will maximize our limited time to reach as many students as possible as close to the start of the school year

Priority for August Tech Distribution

| | | |
|--|---|---|
| PK- 2 Students |  | Spring Wellness Checks: 1,200 of 10K+ needed a computer (11%) Estimated Ceiling: 50% of K-2 students need device |
| Students in 3rd-12 not reached in Spring with Priority (EL, African American Students, students facing homelessness/in transition) |  | Spring Wellness Checks: 700 of 20K+ needed computer (3%) Estimated Ceiling: 15% of 3rd-13th students |
| Replacement and Exchange of devices damaged over the summer in Grades 3-12 |  | Spring Wellness Checks: 920 of 7K+ who received a Chromebook said they still needed/had issue with computer (13%) Estimated Ceiling: 10% of students will need exchange <i>Note: expected that some families require additional support to use their device</i> |

Stay Connected

SFUSD Primary Information Channels

Universal/passive:

- Weekly Digests (mobile, Google translated)
- SchoolMessenger Phone (custom translated, mobile)
- SchoolMessenger Text/SMS (Eng, mobile)

Targeted/opt-in/active:

- Social Media (Spanish, Chinese, English)
- Student and [Family Resource Link](#) (staff translated, tech agnostic)
- Website (Google translated, mobile)
- ParentVue
- Parent groups (parent advisory councils, PTAs, etc.)
- CBOs (PPS, CAA, etc.)
- Media

Stay in Touch



Update your phone number or email address

If you have a Family Portal account, learn how you can use it to update your phone number or email address.

[Update Info](#)



Get a Family Portal account

If you don't have a Family Portal (ParentVUE) account, learn how to activate one.

[Activate Account](#)

Next Steps

Next steps

- Continue work with Labor partners to finalize Distance Learning plans
- Facilities Department and LEAD work to assess and address classroom and office configurations
- Superintendent's Leadership Team with LEAD continues developing process for determining prioritized return
- Continue to engage stakeholders and support structures for continued feedback at site and central levels

Thank You!



Fall 2020

City College of San Francisco

Kristin Charles

Associate Vice Chancellor, Institutional Advancement & Effectiveness

Presented to the Joint City, School District, and City College Select Committee
August 14, 2020

COVID-19 Impact on Instruction

- Status of Fall 2020:
 - Starting with all in-person classes remote distance learning
 - Current SFDPH order limits in-person instruction
 - Remote instruction includes both credit and noncredit classes
 - Planning for in-person instruction in certain areas, pending state and local restrictions:
 - Nursing and Vocational Nursing
 - Allied Health
 - Construction
 - Culinary Arts and Hospitality
 - In-person instruction modified based on health department guidelines to protect health of faculty, staff, and students

Support for Faculty During COVID

- Spring - provided instructional continuity course in Canvas
- Fall - all faculty members with instructional assignments receiving training in temporary distance learning
- Office of Online Learning and Educational Technology is extremely mindful of social justice and equity
 - Emphasizes asynchronous instruction
 - Flexible attendance for synchronous meetings
 - *Welcome to Canvas* empowers students in how-to-use Canvas

Support for Students During COVID

- Training for students in using Canvas
 - Passport to Canvas training
 - *Welcome to Canvas* user module embedded in each remote instruction class
 - 24/7 Canvas support hotline
- Online Library services
- Online tutoring services embedded into Canvas
- Tips for successful remote learning

Support for Students During COVID

- Virtual Campus accessible from www.ccsf.edu
 - Virtual service counters (Zoom, phone) in all Student Services areas
- Emergency Aid to Students
 - Cash grants
 - Safeway gift cards
- Technology for Students
 - Chromebook Loan Program
 - Wi-Fi Hot Spots

Impacts of COVID-19 on Schools & Distance Learning for 2020-2021

Joint City, School District, and City College Select Committee

August 13, 2020



San Francisco Department of
Public Health

What Factors Into Decisions About Whether It Is Safe to Continue Reopening?

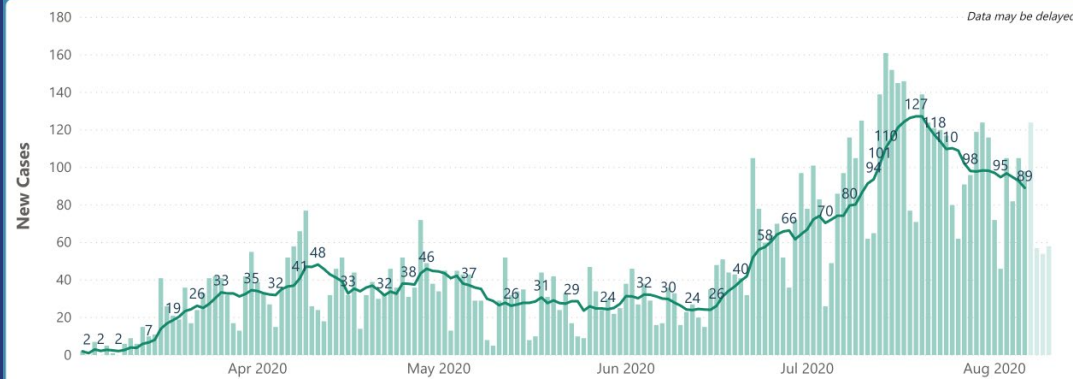
- Health Indicators
- State's County Monitoring list



Epidemic curves: cases and hospitalizations, San Francisco, accessed August 13, 2020

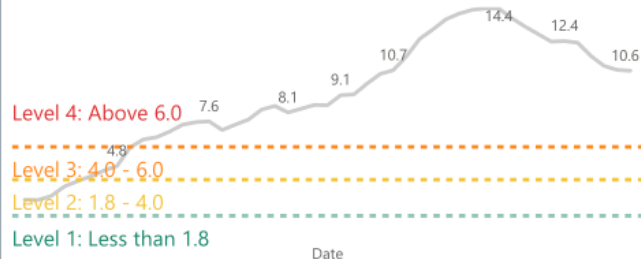
The figure below shows the **number of new COVID-19 cases in San Francisco per day** and the **7-day rolling average of new cases**. The rolling average is the average of new cases for a particular day and the prior six days, which shows the trend of new cases (smoothing out daily fluctuations). Cases are shown on the day the positive test was collected.

7-day Average of New Cases per Day
89



10.6 Level 4: High Alert
This is equal to about 93 new cases daily.

Average New Cases per Day per 100,000 Residents



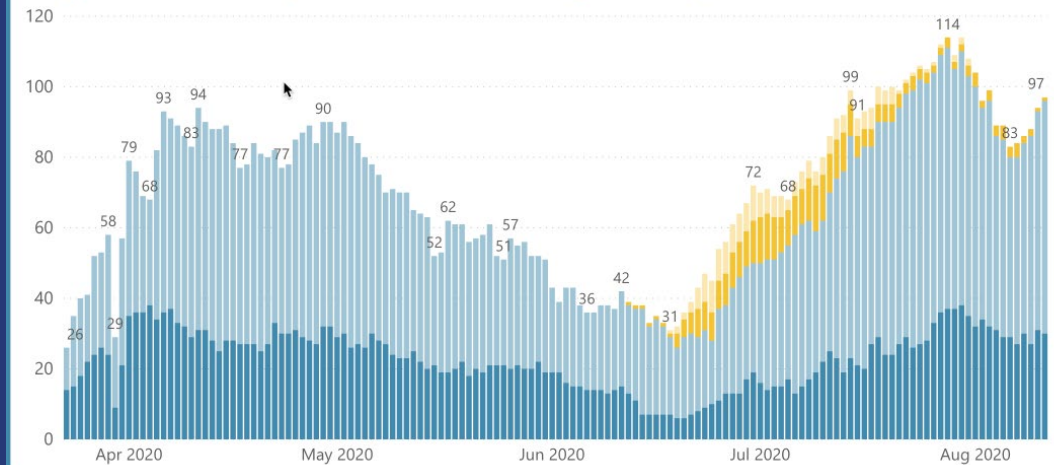
[View more case data](#) →

Data through 7/30/2020
Indicator paused, [learn more](#)



COVID-19 Patient Count

● ICU - San Francisco Patients ● Acute Care - San Francisco Patients ● ICU - Transfers ● Acute Care - Transfers ● Total Patient Count

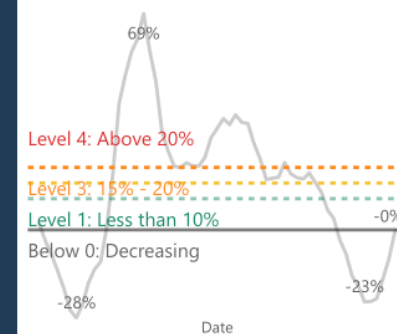


-0%
Level 1:
Meeting
Target

Note: Rate is equal to the percent change of the 3-day rolling average of hospitalizations over the past 7 days. Out of county transfers are not included.

[View more hospitalizations data](#) →

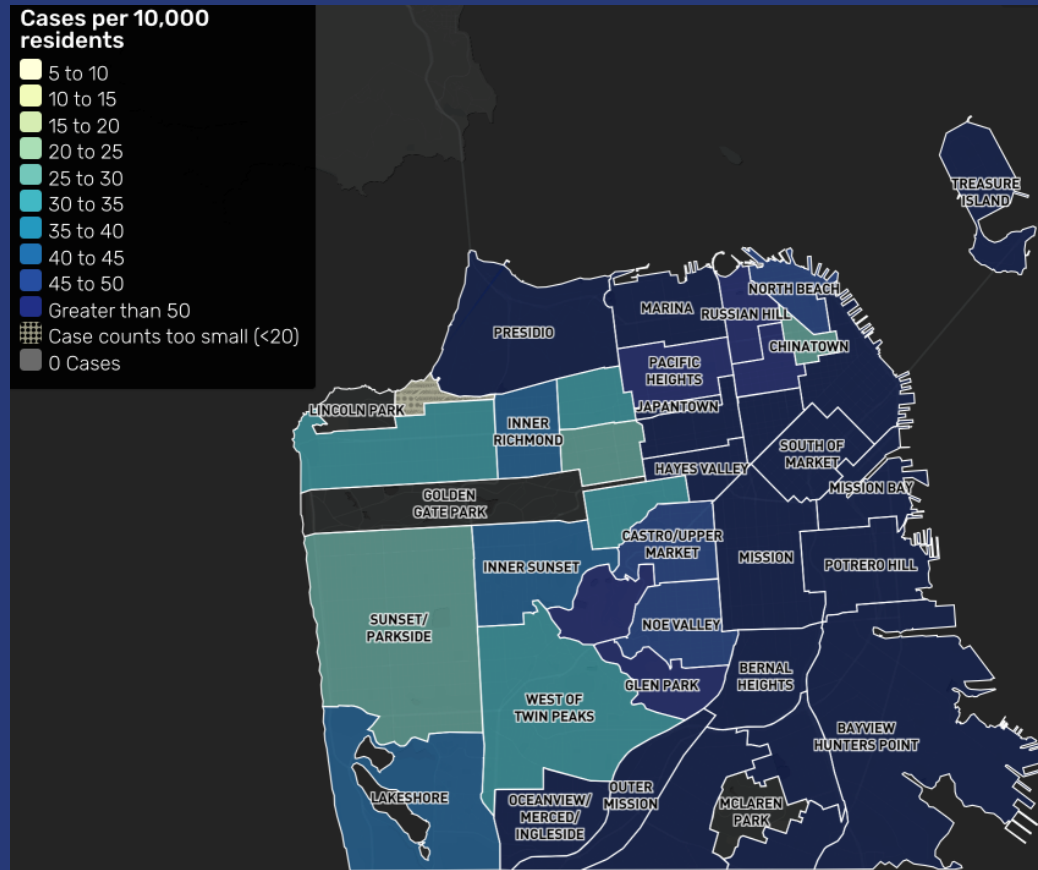
Rate of Weekly Change in COVID+ Hospitalizations



Data through 8/11/2020
Updated daily, lagged by 2 days



COVID-19 cases by neighborhood, 8/9/20



Neighborhood COVID-19 Data

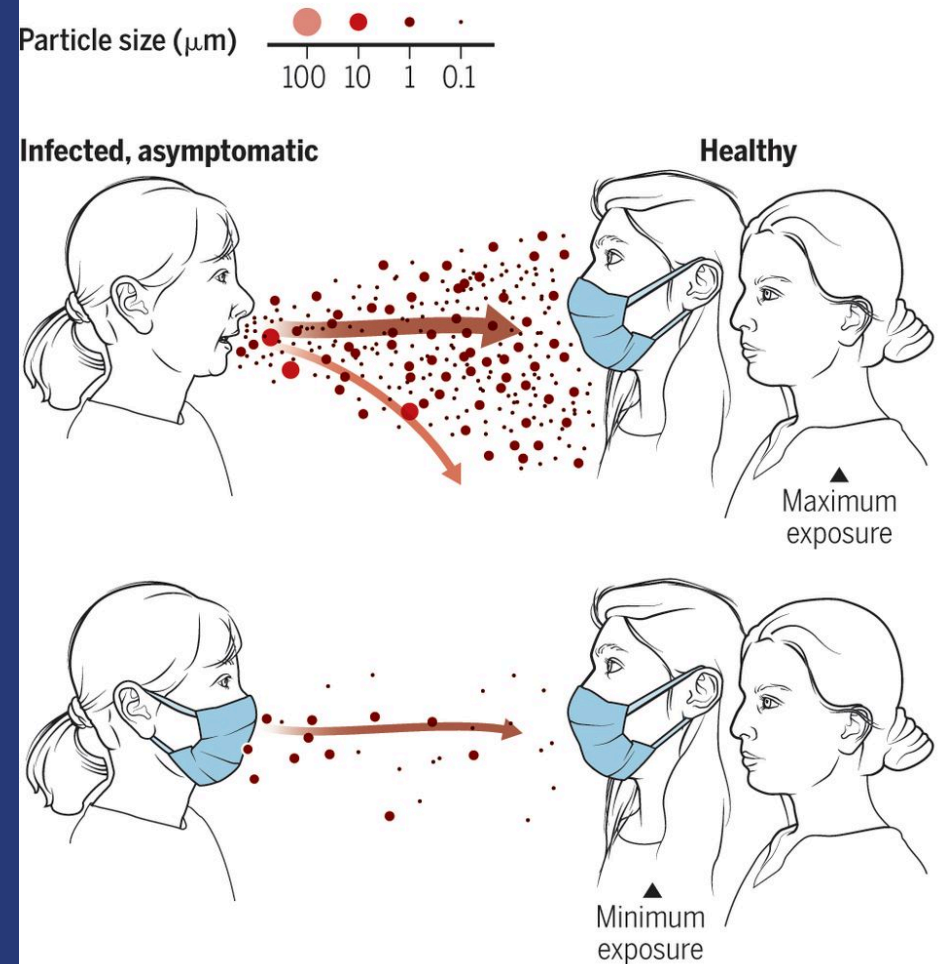
| Neighborhood | Resident Population | Cases | Rate of Cases (per 10,000 residents) | Deaths |
|----------------------------|---------------------|-------|---|--------------|
| Bayview Hunters Point | 37,394 | 999 | 267.16 | 11 |
| Tenderloin | 29,588 | 667 | 225.43 | Less than 10 |
| Visitation Valley | 19,005 | 351 | 184.69 | Less than 10 |
| Mission | 59,639 | 1065 | 178.57 | Less than 10 |
| Excelsior | 40,701 | 622 | 152.82 | Less than 10 |
| Outer Mission | 24,853 | 342 | 137.61 | Less than 10 |
| Japantown | 3,532 | 45 | 127.41 | 0 |
| Portola | 16,563 | 210 | 126.79 | Less than 10 |
| Potrero Hill | 14,209 | 165 | 116.12 | Less than 10 |
| South of Market | 21,771 | 235 | 107.94 | Less than 10 |
| Bernal Heights | 25,858 | 247 | 95.52 | Less than 10 |
| Western Addition | 22,638 | 200 | 88.35 | Less than 10 |
| Oceanview/Merced/Ingleside | 28,217 | 241 | 85.41 | Less than 10 |

Reopening San Francisco

- State surge, county monitoring, pause
- Community mitigation
 - Mobility and mixing (non-households)
 - Ventilation (outdoors; open windows)
 - Contact closeness (frequency, distance, duration; e.g., crowds)
 - Face coverings, handwashing, disinfection
- City and partners
 - Health Orders, Directives, and Guidance
 - Testing, Tracing, and Supported Isolation (TTSI) strategy (data-driven hot spots)
 - Public health campaign, Neighborhood Strategy, Education and Enforcement
 - SARS-CoV-2 Monitoring, Early Detection, and Investigation (SMEDI)

Masks reduce airborne transmission

Infectious aerosol particles can be released during breathing and speaking by asymptomatic infected individuals. No masking maximizes exposure, whereas universal masking results in the least exposure.



GRAPHIC: V. ALTOUNIAN/SCIENCE

Safer Reopening for Schools

- Minimum health and safety standards must be met for reopening schools, regardless of whether San Francisco is on the state watchlist
 - Baseline criteria being developed will serve as basis for reopening schools when San Francisco is off the state watchlist
- School reopening criteria as evidence of low community transmission:
 - State watchlist status
 - Health Indicators



Safer Reopening of schools (cont)

- SFPD, CDPH, and CalOSHA Guidance for Schools and School-Based Programs require elementary school reopening plans to address the following, which will serve as basis for San Francisco reopening:
 - Cleaning and disinfection
 - Small, stable, cohorting
 - Entrance, egress, and movement within the school
 - Face coverings and other essential protective gear
 - Health screenings for students and staff
 - Health hygiene practices
 - Identification and tracing of contacts
 - Physical distancing
 - Staff training and family education
 - Testing of students and staff
 - Triggers for switching to distance learning
 - Communication plans



**San Francisco
Department of Public Health**

Guidance

**Reopening TK-12 Schools for In-Person, On-Site Instruction
Preliminary Guidance for School Year 2020-2021**

August 10, 2020

The following guidance was developed by the San Francisco Department of Public Health (SFPD) for use by local schools, and will be posted at <http://www.sfpdph.org/covid19schoolschildcare>.

AUDIENCE: This guidance applies to public, private and parochial TK-12 schools in San Francisco. Transitional Kindergartens (TK) that are part of preschool programs or are independent of elementary school programs should review SFPD guidance for childcare programs.

Out of School Time Resources

- Out of School Time resources permitted by Health Officer:
 - Learning hubs – private and public
 - Recreation and care activities
 - Youth Sports – limited to small stable cohorts of physical activity outdoors
- Out of School Time programs may use school buildings, but schools cannot run Out of School Time programs



**San Francisco
Department of Public Health**

Preliminary Guidance

Preliminary Guidance for Out of School Time Programs

August 11, 2020

This Preliminary Guidance for group care facilities for school-aged children and youth—including programs that support distance learning, out of school time programs, after school programs, and youth sports programs—is intended to provide local businesses with information about the anticipated COVID-19 health and safety requirements for such programs. This guidance is subject to change and will not become final until the Health Officer releases it as final guidance in conjunction with a directive covering these programs and facilities. This guidance was developed by the San Francisco Department of Public Health (SFPDH) for local use. It will be posted at <http://www.sfdcp.org/CovidSchoolsChildcare>

Recent Local Guidance & Information

- Health Directive (legal order) for Out of School Time providers and updates to Health Order (8/14/2020)
- Preliminary Guidance: Out of School Time programs (8/11/2020)
- Tip Sheet: Reducing COVID-19 Risks for Learning Pods (8/13/20)
- Preliminary Guidance: Re-opening TK-12 Schools for In-Person, On-Site Instruction (8/10/20)
- COVID-19 Health Checks for Children (8/10/20)
- FAQ: Contact Tracing at Schools, Childcares, and Programs for Children and Youth (8/4/2020)
- When someone has suspected or confirmed COVID-19: Quick Guide for Schools, Childcares, and Programs for Children and Youth (8/10/20)

<https://sfcdcp.org/CovidSchoolsChildcare>

Testing

- **Contact primary care provider to get tested**
- Testing resources available at sf.gov/find-out-about-your-covid-19-testing-options
- Also encouraging everyone to get vaccinations, including flu vaccine

Mental Health Resources for Teens and Parents

- ACCESS Line: SF residents can call anytime for initial phone screening 888-246-3333 (toll-free) or 415-255-3737
- SFDPH Behavioral Health Services offers programs/clinics and partners with multilingual providers:
<https://www.sfdph.org/dph/comupg/oservices/mentalHlth/CBHS/>
- Early Childhood Mental Health Consultation Initiative
- Partner with SFUSD on Family Resource Link:
 - Go to familylink.sfusd.edu to complete an [online request form](#)
 - Email request at familylink@sfusd.edu
 - Call 415-340-1716
 - Hours of operation are M-F from 9 am - 1 pm. Callers can leave a voicemail.

Mental Health Resources for Suicide Prevention

- 24/7 Talkline is a resource for parents who need support because of conflict/stress at home
 - 415-441-KIDS (5437); available 24/7
- Child Protective Services is also a resource
 - 800-856-5553; available 24/7
- DPH's Comprehensive Crisis should be called if the child is in psychiatric crisis
 - 415-970-3800

Mental Health Resources for Domestic Violence Prevention

- La Casa de la Madres for families experiencing domestic violence
 - 24/7 hotline at 1-877-503-1850, or
 - message the text line at 1-415-200-3575
- 24/7 National Domestic Violence Hotline
 - 1-800-799-7233 or www.thehotline.org
 - Available 24/7
- Child Protective Services
 - 800-856-5553
 - Available 24/7

Questions? Comments?

- All official DPH information and guidance is posted at: sfcdcp.org

Thank you for the
opportunity to present!



OUTDOOR EDUCATION

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PHOTO BY THOMAS KUOH PHOTOGRAPHY



PHOTO BY GOLESTAN EDUCATION



PHOTO BY THOMAS KUOH PHOTOGRAPHY

OUTDOOR EDUCATION

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Challenges

- The coronavirus pandemic makes it unsafe for school to continue as usual.
- But in the spring, we learned that distance learning does not work well for most learners, especially our youngest and most vulnerable students.
- Distance learning exacerbates inequities in our city by forcing parents to choose between co-teaching distance learning or working.

COVID-19 Response: Spring 2020

| | |
|---|--|
| <p>Most 3-12 students showed online activity throughout the spring</p> <p>Most families reported being okay overall</p> <p>Some students had several hours of instruction a day</p> <p>A lot of online learning platforms</p> | <p>Historically underserved youth showed lowest online participation</p> <p>Families in Southeast of City reported more urgent needs</p> <p>Some students had little interaction with teachers</p> <p>More options needed for non-digital learning</p> |
|---|--|

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Zoom SFUSD

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Solutions

- Outdoor education is a much safer way to go back to school – studies have shown that viral loads are up to 20 times less and transmission rates are significantly lower.
- Outdoor cohorts is an already proven model. RecPark and YMCA have been helping families with childcare throughout the pandemic.
- If we can scale up, outdoor education is equitable. In-person instruction is critical for young learners and vulnerable populations and outdoor education can safely provide that.
- Outdoor education has been shown to deliver academic, social, and emotional benefits to students and teachers.



San Francisco Department of Public Health

Guidance

Reopening TK-12 Schools for In-Person, On-Site Instruction Preliminary Guidance for School Year 2020-2021

Ventilation and Outdoor Spaces

Increasing outdoor air circulation lowers the risk of infection by “diluting” any infectious respiratory droplets with outdoor air. Being outside is even lower risk.

- Use outdoor space for instruction and meals/snacks as much as possible.
- Open windows and doors to increase circulation of outdoor air, if it is safe to do so and does not worsen individuals' allergies or asthma.
- Consider designating outdoor spaces for each cohort and marking boundaries to make sure that students stay in their cohort when outdoors.
- Limit use of shared playground equipment in favor of activities that have less contact with shared surfaces.
 - If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure the children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning and disinfection are not required between cohorts.



BIG CITY

Schools Beat Earlier Plagues With Outdoor Classes. We Should, Too.

A century ago, children in New York City attended classes during a pandemic. It seemed to work.



OPEN AIR SCHOOL. NYC 2014-9



PUPIL IN OPEN-AIR SCHOOL, PROVIDENCE

44-10

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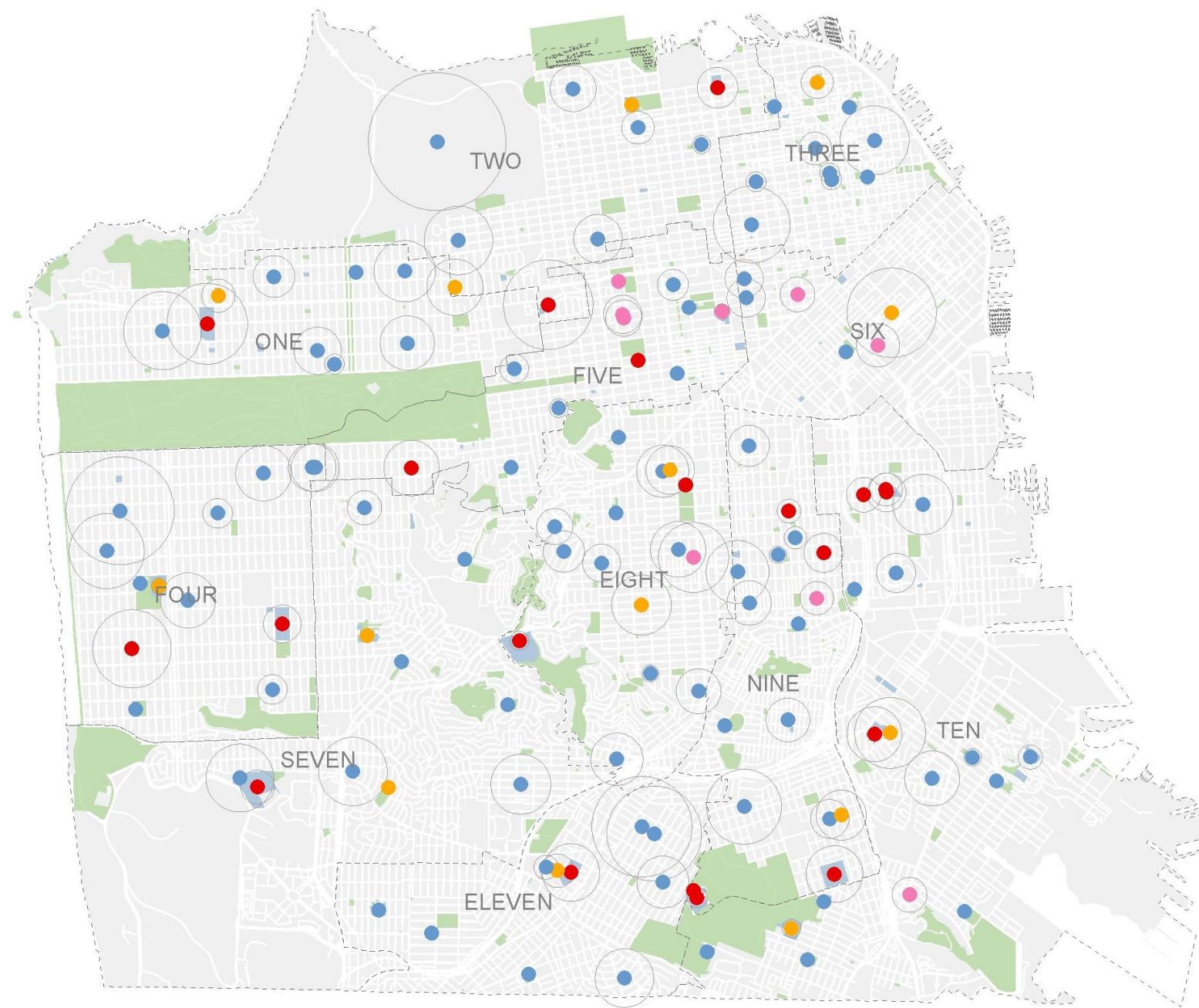
Resources

- San Francisco is rich in open space, especially close to elementary schools
- SFUSD has been investing in outdoor education for over a decade. There is some on-site infrastructure and some trained staff
- Organizations such as Green Schoolyards America can provide training, curriculum, cost estimates and case studies for teachers and administrators.
<https://www.greenschoolyards.org/covid-learn-outside>



PHOTO BY GOLESTAN EDUCATION

Average distance to a park from PK, PK/K-5 or PK/K-8 is 700 Feet



Grades (average distance to park)

● PK, PK/K-5, or PK/K-8 (700 ft)

● 6—8 (740 ft)

● 6-12 or 9-12 (800 ft)

● Charter or County (680 ft)

■ Recreation & Parks

■ SFUSD

○ Distance to nearest park
(0.25 mi shown here for
reference)

**116 out of 130 USD schools
are within 0.25 mi of a park.**

**All 130 USD schools are
within 0.5 mi of a park.**

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POTENTIAL OUTDOOR CLASSROOM CONFIGURATIONS WITH 6' SOCIAL DISTANCING

SCALE MODELS BELOW ASSUME EACH OUTDOOR CLASSROOM FITS PART OF A CLASS

10 students + 1 adult



Circle: 21' diameter



Amphitheater:
22' dia. outside & 10' dia. inside



Grid: 18' x 18'

12 students + 1 adult



Circle: 25' diameter



Amphitheater:
22' dia. outside & 10' dia. inside



Grid: 18' x 18'

14 students + 1 adult



Circle: 29' diameter



Amphitheater:
25.5' dia. outside & 13.5' dia. inside
(14 - 16 students)



Grid: 18' x 18'
(rotated)

Key: student
adult
6' distance



COVID-19 Planning: Outdoor Classroom Infrastructure Cost Calculator

Summary: The cost calculator sheet below is intended to be used with a companion document that describes outdoor classroom planning strategies, to help estimate infrastructure costs for a wide variety of outdoor infrastructure options.

Directions: 1) Please begin by reading the document entitled, "Outdoor Infrastructure Planning Strategies for Taking Learning Outside at Schools Reopen?" Use this document to make a site plan for your outdoor learning needs, including the number and placement of desired outdoor classrooms. Make a note of which of these outdoor spaces have existing infrastructure, and what will be needed for new spaces. 2) Use the cost calculator below to select the types of options you are considering for each outdoor classroom. The infrastructure and supply options listed below are related to seating, shade and rain shelter, health and hygiene, teaching materials and storage, and landscape improvements that will enhance the outdoor learning experience. There is also an option for mobile outdoor classroom gear, for classes that will meet in a local park or that will use variable locations on the school grounds.)

Assumptions: 1) The following cost estimates are based on an assumption that most K-12 schools will divide their classes into smaller groups for remote instruction. For the purpose of this estimate, we are assuming these "1/2 class" groups each include between 12-15 students. To calculate cost per 1/2 class, we have used 10 students in the chart below. 2) The "Unit Cost" listed for each item (in Column 1) reflects the retail prices of items sourced from the corresponding link, listed on each line. As you refine your own cost estimate for your school, replace these retail estimates in the "Unit Cost" column with the actual cost of items you select. Unit costs below do NOT include sales tax, delivery, or installation where noted. Lower prices might be available for bulk purchases from some manufacturers. The links are for reference only, and are not meant as endorsements of these products.

Version: 6/24/2020 - Please note: This document is still in development. Visit the website again for an updated, expanded version in the coming weeks.
<https://www.greenschoolyards.org/outdoorclassrooms>

| Item Description | Unit Type | Estimated Price Range Per Unit | # of Units Needed Per Class | Unit Cost | Total Cost Per Class of 12-15 Students | Number of Classes Per School | Total Cost Per School |
|---|----------------|--------------------------------|-----------------------------|-----------|--|---|-----------------------|
| Portable Seating for Students and/or Teachers | | | | | | | |
| Use existing rubber deck chairs - move outside for students and teachers | per person | \$0 | 17 | \$ | \$ | 1 | \$ |
| Outdoor seat cushion - stadium style | per student | \$5 - \$40 | 10 | \$ | \$ | 1 | \$ |
| Outdoor seat cushion - wheelchair | per student | \$25 - \$50 | 10 | \$ | \$ | 1 | \$ |
| Folding chair - camping style, for younger students | per student | \$15 - \$40 | 10 | \$ | \$ | 1 | \$ |
| Folding chair - camping style with armrests, for teachers and/or older students | per person | \$45 - \$120 | 2 | \$ | \$ | 1 | \$ |
| Ruin Seating - Natural materials, assembled w/ community participation | | | | | | | |
| Log rounds, stools, from an arboretum or park district | per student | \$0 - varies | 10 | \$ | \$ | 1 | \$ |
| Large Tree Trunks (8") - professionally finished as seating, roughly \$2000/trunk | per 2 students | \$800 | 6 | \$ | \$ | 1 | \$ |
| Stone Sides (benches or portable stools) | per student | \$20 | 10 | \$ | \$ | 1 | \$ |
| Commercially Produced Benches and Picnic Tables | | | | | | | |
| Picnic Table (8' or 12') | per 2 students | \$100 - \$1,000 | 6 | \$ | \$ | 1 | \$ |
| Park Style Bench (8') | per 2 students | \$100 - \$1,000 | 6 | \$ | \$ | 1 | \$ |
| Bench w/ table (8') | per student | \$100 - \$400 | 10 | \$ | \$ | 1 | \$ |
| | | | | | | Total Seating Cost for _____ Outdoor Classrooms | \$ |

| Item Description | Unit Type | Estimated Price Range Per Unit | # of Units Needed Per Class | Unit Cost | Total Cost Per Class of 12-15 Students | Number of Classes Per School | Total Cost Per School |
|--|----------------|--------------------------------|-----------------------------|-----------|--|---|-----------------------|
| Event Style Tents (20' x 30' would be ideal, but is hard to find) | | | | | | | |
| 20' x 20' event party tent (polyester, vinyl floor) | per class | \$100 | 1 | \$ | \$ | 1 | \$ |
| 20' x 20' commercial high peak frame tent (\$1,000) - sidewalls \$800 | per class | \$1,000 - \$1,800 | 1 | \$ | \$ | 1 | \$ |
| 20' x 30' commercial frame tent (\$1,000) - sidewalls \$800 | per class | \$1,000 - \$4,000 | 1 | \$ | \$ | 1 | \$ |
| 20' x 40' commercial frame tent (\$4,000) - sidewalls \$800 | per class | \$4,000 - \$5,800 | 1 | \$ | \$ | 1 | \$ |
| Pergolas, metal or wood - standardized commercial products, or custom | | | | | | | |
| 12' x 16' - Aluminum pergola with retractable cloth canopy | per 1/2 class | \$1,000 | 2 | \$ | \$ | 1 | \$ |
| 12' x 16' - Solid wood pergola with retractable cloth canopy | per 1/2 class | \$4,000 | 2 | \$ | \$ | 1 | \$ |
| Canyopies | | | | | | | |
| 8' x 10' - lightweight shade canopy, metal frame, polyester top | per 1/2 class | \$100 | 2 | \$ | \$ | 1 | \$ |
| 10' x 10' - lightweight shade canopy, metal frame, polyester top | per 1/2 class | \$100 | 2 | \$ | \$ | 1 | \$ |
| 10' x 10' - lightweight, roll-down canopy, metal frame, polyester top | per 1/2 class | \$1,000 | 2 | \$ | \$ | 1 | \$ |
| 10' x 10' - (various roll canopies, all metal (8' top legs), customizable size, optional side walls (\$100/each)) - bulk discounts available - price includes delivery and installation, sales tax is extra, price varied by state | per 1/2 class | \$4,000 | 2 | \$ | \$ | 1 | \$ |
| 10' x 10' - Customizable size - priced for \$4,000, metal frame and roof | per class | \$4,400 | 1 | \$ | \$ | 1 | \$ |
| Shade | | | | | | | |
| 12' x 12' - lightweight waterproof outdoor canopy, camping tent | per 1/2 class | \$100 | 2 | \$ | \$ | 1 | \$ |
| 14' x 14' - 14'x14' wood framed canopy, weatherproof for year-round | per class | \$10,000 | 1 | \$ | \$ | 1 | \$ |
| Shade Sails, Benches, and Landscaping | | | | | | | |
| 10' x 10' - Rectangular shade sail, attach to existing buildings | per 1/2 class | \$75 | 2 | \$ | \$ | 1 | \$ |
| 10' x 10' - Triangular shade sail, attach to existing buildings | per 1/2 class | \$75 | 2 | \$ | \$ | 1 | \$ |
| 8' x 10' - Rectangular fabric patio awning, attach to existing buildings | per 1/2 class | \$200 | 2 | \$ | \$ | 1 | \$ |
| 12' patio shade umbrella - for use with a picnic table and/or stool | per 2 students | \$100 - \$200 | 6 | \$ | \$ | 1 | \$ |
| Stools for picnic tables - one per person | per 2 students | \$60 - \$120 | 6 | \$ | \$ | 1 | \$ |
| | | | | | | Total Shade Cost for _____ Outdoor Classrooms | \$ |

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Actions

- Establish that outdoor education is plan A for getting back to in-person instruction
- Choose a scale that is feasible and work on logistics and funding district-wide.
 - **Example:** all TK and K teachers get an outdoor educator partner to cut class size in half for manageable outdoor learning.
- Engage corporate and philanthropic partners to fund staff to partner with SFUSD teachers outdoors, employing young people who are passionate about outdoor education and have lost their jobs. Partners could include RecPark, YMCA, DCYF, and Academy of Sciences.
- Encourage SFUSD to set a strong framework but allow creativity at the school level so that we can test new models and share lessons learned.

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Outcomes

- Low-risk, in-person learning
- Improved social-emotional learning for all students, teachers, and staff
- In-person education for all, not just those who can afford it
- Employment for San Francisco's outdoor educators
- Reduced stress and improved work capacity for San Francisco's working parents

Alternative if we don't act

Increased psychosocial and fiscal effects on all children and families, especially our most vulnerable. Family stress. Lower quality educational opportunities. Increase in the achievement gap. Lack of physical activity and all the negative impacts stemming from that. Less help for vulnerable students. Anxiety. Loneliness. Lack of motivation.

Recent Press on Outdoor Education

Schools Beat Earlier Plagues With Outdoor Classes. We Should, Too.

<https://www.nytimes.com/2020/07/17/nyregion/coronavirus-nyc-schools-reopening-outdoors.html?referringSource=articleShare>

Pods, Microschools and Tutors: Can Parents Solve the Education Crisis on Their Own? (note: Rooftop ES featured)

<https://www-nytimes-com.cdn.ampproject.org/c/s/www.nytimes.com/2020/07/22/parenting/school-pods-coronavirus.amp.html>

PBS News Hour piece on Green Schoolyards America work

<https://www-pbs-org.cdn.ampproject.org/c/s/www.pbs.org/newshour/amp/show/a-california-collective-makes-the-case-for-outdoor-schooling>

Outdoors Covid Risk (media):

<https://www.sfchronicle.com/news/article/Is-risk-of-coronavirus-transmission-lower-15287602.php>

Philadelphia and outdoor learning:

<https://whyy-org.cdn.ampproject.org/c/s/whyy.org/articles/some-philly-schools-to-use-outdoor-classrooms-when-irl-lessons-resume/amp/>

The New England Journal of Medicine (peer-reviewed publication) on school reopening.

<https://www.nejm.org/doi/full/10.1056/NEJMms2024920>

Brown University publication on negative impact of virtual schools

<https://edworkingpapers.com/sites/default/files/ai20-250.pdf>

Public Policy Institute of California on challenges of detecting child abuse with online education

<https://www.ppic.org/blog/school-closures-hamper-monitoring-of-child-welfare/>

Online education widens the economic gap

<https://www.nytimes.com/2020/06/05/us/coronavirus-education-lost-learning.html>

NWEA brief on learning losses in COVID-19 (emphasis on younger children)

https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

Students with disabilities don't benefit from online learning

<https://www.chalkbeat.org/2020/3/12/21178761/schools-that-go-remote-for-coronavirus-must-keep-serving-students-with-disabilities-can-any-really-d>

Special Ed in times of COVID-19

<https://www.theatlantic.com/education/archive/2020/04/special-education-goes-remote-covid-19-pandemic/610231/>

The Atlantic: on crucial role of socializing

<https://www.theatlantic.com/family/archive/2020/06/how-quarantine-will-affect-kids-social-development/613381/>

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:

For Clerk's Use Only