

# Cabrillo Unified School District

## Opening of Schools

### Frequently Asked Questions (FAQ)

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The answers to frequently asked questions that we have received regarding digital learning are answered below.

***\*As CUSD receives new information, the responses to this FAQ will be updated \****

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#### **Remote Learning (CUSD)**

**How will the Remote Learning Phase-In Model A ( Hybrid 2 days in person and 3 days remote learning) student work look like?**

Students will receive daily synchronous (live, on Zoom or Google Meet) instruction from their classroom teachers.

In grades TK-5, teachers will set up a daily schedule that has consistent times for synchronous instruction. Synchronous learning will be followed by offline Asynchronous independent work that reinforces instruction.

In grades 6-8, students will follow a period schedule. Students will have direct, synchronous instruction followed by Asynchronous independent work for each class period.

**What is the difference between the Remote Learning Phase In Model A (Hybrid of 2 days in person and 3 days of remote learning) and 100% Remote Learning Model?**

When a student is enrolled in the CUSD Digital Learning Academy, that is their school placement. Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days of remote learning) will occur for all students when schools are physically closed. When the school(s) reopen, students in Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) will return to their physical campuses. Students in the CUSD Digital Learning Academy will remain in the digital model.

**How will I know what is happening and where to find materials?**

Teachers will provide an overview to orient families and students each week.

To ensure a consistent platform and communication, teachers will use the Google Classroom as the digital learning platform and management tool.

Assignments and schedules will be posted regularly through these platforms.

### **What curriculum will be used in digital learning, and will my student receive workbooks/textbooks?**

Whether in a face-to-face, modified traditional, or digital model, the district's adopted curriculum will be used along with technology applications and platforms that are currently being vetted and approved by our Opening of Schools Task Force. Students in both the 100% Remote Learning Model and in Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) will have access to their textbooks and/or consumable workbooks.

### **How will the content standards be covered through digital learning?**

Teacher teams will work to identify priority standards. While some standards are included as additional material in textbooks, others are essential and necessary for students to succeed in future learning.

### **Will tests be administered in the digital environment?**

Assessment of learning helps teachers determine next instructional steps and is a necessary part of the cycle of instruction. Some assessments are more informal, like using anecdotal notes based on observed responses, while others are more formal such as tests from the curriculum publisher and state assessments including the [California Assessment for Student Performance and Progress \(CAASPP\)](#) and [English Language Proficiency Assessment for California \(ELPAC\)](#). A combination of state mandated assessments and classroom assessments (formal and anecdotal) will be used to monitor student progress.

### **How will grades work in the digital environment?**

Unlike the crisis distance-learning of the spring, the grading model will more closely mirror the traditional grading process, and unless state or local guidance calls for alternative grading practices, our standard grading policy will remain the same.

### **Will my child have access to a device for digital learning?**

CUSD will issue Chromebook devices to students in grades TK-12. Distribution and collection of technology devices will be coordinated with school site leadership and specific information will be sent to families prior to any distribution or collection activity.

### **What technology support resources are available for students and families?**

[Links to helpful support guides and other information](#) are kept up-to-date on the Remote Learning [CUSD website](#). The student's teacher (or principal) is the best initial point of contact for individual support.

**How are students kept safe while using technology? What role do I play as a parent/guardian?**

CUSD makes student privacy and the security of our technology a priority. Because it is important to us that our teachers and students are able to use technology as a great learning tool, we strive to do everything we can to keep everyone safe. This includes ensuring that internet pages are filtered, protocols and expectations are in place for proper behavior, and students are taught specific Digital Citizenship lessons at the beginning of each school year that are geared toward their grade level.

It is important to remember that keeping students safe and teaching them proper "technology etiquette" is not only the responsibility of CUSD, but parents play a critical role as well. To the best of our ability, CUSD teachers and staff monitor and instruct students while using technology in the classroom or online. We have systems in place to help monitor students using 1:1 devices off-campus, but parents are responsible for properly supervising their student's technology use outside of school. No technical software or security device is 100% effective, and today's students are very savvy with technology. This is why it's important for us to understand that it "takes a village" to actively participate in raising up the next generation and teaching them how to become good digital citizens.

**Since my child is in school almost seven hours each day, why won't digital learning be the same amount of time?**

Through SB-98, the California Legislature has recalibrated school instructional minutes for the 2020-21 school year, since students will be part of some different learning pathways: (1) 100% Remote Learning, (2) Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning), or (3) Independent Study. While students are traditionally in school for many hours per day, these hours also include nutrition and lunch breaks as well as independent practice time in the classroom. The entire class period is not direct instruction in the traditional classroom. An hour for hour equivalent in screen time would not be developmentally appropriate. An insightful article on screen time can be found [here](#).

Instructional minutes will be met through a combination of daily synchronous instruction and asynchronous reinforcement independent activities.

Below are the mandated instructional minutes for the 20-21 school year:

<b>Grade</b>	<b>Daily Minutes Required</b>
TK/K	180
1- 3	230
4 -12	240

### **What training will teachers receive to provide online instruction?**

Teachers will be offered professional learning opportunities to become more familiar with technology tools such as Google classroom, YouTube, and other online tools that support effective online instruction.

As part of the mandated beginning of the year training, teachers will receive specialized Remote Learning training and mandated reporting training.

### **Will there be training for parents on the platforms that teachers are using?**

Teachers will be providing onboarding for parents on how to navigate their specific 100% Remote Learning Model, Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning), or Independent Study classrooms.

Additionally, the district will provide parents with a repository of video tutorials on the various platforms being used in digital learning.

### **What if my child needs counseling support? What is being done to address students' social-emotional needs?**

All programs will provide social-emotional support to students.

During times when all students are learning at home, parents, teachers, or students can request social-emotional support for our students.

### **What will the schedule look like in a remote learning model?**

In grades TK-5, teachers will develop a daily schedule that includes synchronous and asynchronous lessons. Also included in the schedule will be opportunities for small group instruction and independent work time.

In grades 6-8, instruction will follow a period schedule. Each period includes a synchronous and asynchronous lesson, time for guided practice, and independent work time. During independent work time, teachers may provide office hours.

In grades 9-12, Instruction will follow a block schedule. Each period includes a synchronous and asynchronous lesson, time for guided practice, and independent work time. During independent work time, teachers may provide office hours.

### **How will special education services work in this model?**

Special education, related services, and any other services in a student's IEP with the necessary accommodations will be implemented to ensure that the IEP can be provided to the maximum extent possible in a remote learning environment until we enter Phase II of our Remote Learning plan where students are allowed to safely return back to school. A schedule for the provision of services (specialized academic instruction, speech, occupational therapy, counseling, etc.) will be created by

providers at the beginning of the year, as is done during a traditional school year, and will be communicated to parents. IEPs will continue to be held virtually in this model.

### **How will English Learner support be provided in this model?**

English learners will be provided with integrated and designated English Language Development (ELD). During lessons, teachers will provide support to assist in making content accessible for English learners. English learners will receive language-focused instruction on how English works. Using a variety of assessment methods, teachers will monitor ELD progress for each English learner in their class, identify areas for additional support, and provide targeted instruction.

### **How does attendance work in the online digital model?**

As stated above, students must have a minimum number of daily minutes in which they are both instructed by a teacher or completing work that the teacher certifies. For example, a kindergarten teacher may provide daily synchronous lessons for 90 minutes (three 30-minute sessions). In addition to this, students will be assigned asynchronous independent work that the teacher certifies takes 90 minutes to complete. This work could be related to the synchronous lesson, or it could be independent work practicing previously learned skills. If the student participates in 90 minutes of synchronous lessons and completes all of the asynchronous independent work required for the other 90 minutes, then the student will be considered attending for the full day. In addition, daily attendance will be recorded as it is during the traditional year.

## **Questions Specific to 100% Remote Learning Model**

### **Who will teach my student in the remote model?**

Once we have firm commitments from families and know how the classes will be configured based on enrollment numbers, we will be able to determine how many teachers will be needed for the 100% Remote Learning model. We will work within our collective bargaining agreement (also known as the teacher contract) guidelines and consult with teacher union representatives as needed.

### **Am I able to transition out of the digital learning model if conditions become safer?**

No. If you enroll in the program (1) 100% Remote Learning, (2) Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning, or (3) Independent Study, it would most likely have to be for at least one semester because students are enrolled with their specific teachers for live instruction. Teacher staffing cannot follow students in and out of programs. Therefore, students will be asked to stay in the model chosen at the beginning of the year for a minimum of 6 months to 1 year.

## **How did CUSD come up with the options for Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) and Hybrid Learning?**

CUSD developed these options based on guidance from the San Mateo County Office of Education (SMCOE), the San Mateo County Health Department (San Mateo Health) Pandemic Recovery Framework, California Department of Education (CDE) Stronger Together Guide for Reopening of Schools, and feedback from parent groups who participated in the district's Reopening CUSD task force in May, June, and July 2020.

## **Are my children's learning plans guaranteed?**

Aspects of the Reopening of School Plan are subject to change as the district considers community feedback, receives more guidance from the State and Local officials, and receives new guidance and information from San Mateo County Health Orders.

## **Childcare**

### **How has this schedule been communicated and coordinated with local partners offering childcare?**

We are in communication with our local partners, including the Boys and Girls Club, Coastside Children's Program, and Project Heal regarding potential childcare options. Once we determine childcare options available to our CUSD families, we will communicate those options via our SchoolMessenger communication platform and will post information on our CUSD website.

## **Cohorts/Scheduling**

### **Can schools tell us how many kids would be in the cohort?**

Each cohort size will depend on if we can maintain the recommended six feet of physical distancing requirement between students. With that in mind, the cohort size may vary depending on the size of the classroom and the goal of physical distancing.

### **Why not utilize Professional Development/Planning Days for needed instructional time?**

There will be no Synchronous or In-Person Instruction one day per week in TK-12 grades. This day is reserved for teacher-student check-ins, counseling support, and for staff to attend weekly meetings/lesson/unit preparation and attend professional development opportunities as needed. This is the time that is needed for that preparation for students.

## **COVID-19 Testing - Staff**

**We would like to know if teachers and other staff will have access to additional testing, and how often that would occur?**

We encourage all staff and students to get tested on an as-needed basis; however, that is something CUSD needs to address with our bargaining units and also with our public health agencies going forward.

## **Remote Learning Phase-In Model A**

**(Hybrid 2 days in person and 3 days of remote learning)**

**What is Remote Learning Phase-In Model A (Hybrid 2 days in person and 3 days of remote learning)?**

In this model, TK-12 students are split into two cohorts. Students will attend in-person instruction/support twice per week and learn via Asynchronous and Synchronous Learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning remotely. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning remotely. Wednesdays are reserved for virtual or in-person socializing between students, outdoor learning, counseling, parent-teacher conferences, or student-teacher check-ins, deep cleaning, teacher preparation, and weekly staff meetings.

**What happens in “Phase 1” of the district’s hybrid learning model?**

In “Phase 1” of the district’s hybrid learning model, all students will be participating in Remote Learning for 100% of the time. There will be no on-campus visitors or volunteers allowed on campus. There will be no extracurricular activities or gatherings, and all meetings will be held remotely. Face coverings must also be worn at all times including during class and if we need to meet with students individually to pick up resources or for state assessments. This phase is slated to last for a minimum of two to three weeks.

**What happens in “Phase 2” of the district’s hybrid learning model?**

In “Phase 2” of the district’s hybrid learning model, CUSD’s at-promise students (which may include English learners, Special Education students, Foster Youth, and students experiencing homelessness or housing insecurity) will have in-person instruction/support based on assigned cohort days. All other students will still be in Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning).

Visitors and volunteers who directly support instruction may be allowed on campus. Extracurricular activities that directly support instruction will also be allowed to convene.

However, most meetings will still be held remotely, and gatherings will be limited to no more than 12 people (or according to the recommendations from SMC Health Orders at the time of Phase 2).

Face coverings must also be worn at all times including during class. This phase is slated to last for a minimum of two to three weeks.

### **What happens in “Phase 3” of the district’s hybrid learning model?**

In “Phase 3” of the district’s Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning), all students will attend in-person instruction/support based on their assigned cohort days.

Volunteers and visitors may be allowed on campus if they wear a face covering, adhere to all social distancing and health and hygiene requirements, and limit gatherings to no more than 50 people (or according to the SMC Health Order Recommendation for gatherings). Instructional and interest-based extracurricular activities will also be allowed to convene in small groups observing social distancing guidelines.

However, gatherings will be limited to no more than 50 people (or according to the SMC Health Order Recommendation for gatherings), and social distancing must be observed. This includes organized sports and similar activities.

Face coverings must also be worn at all times including during class and especially when moving to different rooms on campus and in all common areas.

## **State and Local Legislations and Guidance**

### **What is Senate Bill 98?**

Governor Newsom signed Senate Bill 98 (“SB 98”) on June 29, 2020. Senate Bill 98 (“SB 98”) is the education omnibus trailer bill to the 2020 Budget Act. School districts are required to follow the new state standards for Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) laid out in the state budget. Districts are required to track students' participation and attendance and provide "live daily interaction." For more information on SB 98, please visit the link [Senate Bill 98](#).

### **How will CUSD enhance the Remote Learning model from the Spring 2020?**

We aim to improve our Remote Learning model by providing clear expectations (students, staff, parents), and we will enhance our professional learning opportunities for



staff. We will be purchasing specific technology (learning management system, applications) to enhance the experience and the interaction between students and staff. All students will begin in a 100% Remote Learning model until it is safe for us to transition to Phase II. In the Remote Learning model, students will have asynchronous learning activities (independent assignments, projects) that he/she will complete individually along with synchronous "live teaching."

**If we were to enroll in the 100% remote learning program, would my child have to check in for zoom meetings with their class or could they just be given the materials to make sure what we are doing at home through a homeschool program?**

CUSD will offer a remote learning opportunity utilizing CUSD's District-adopted curricula and a variety of online platforms. Our Task Force teams in elementary, middle, and high schools will explore a few online curriculum options, including Lexia, RazzKids, and Edgenuity. We will continue to work with our Task Force teams and Steering Committee to review and vet programs. If parents are interested in an independent study option, we will ask that you sign up for this program once the survey is sent to families.

**Does CUSD support homeschooling through the school?**

Per California compulsory education law, students aged 6-18 must be enrolled in school (unless legally emancipated at the age of 18). If there are extenuating circumstances that would not be feasible for a student to be enrolled in either of our program models, parents/guardians would contact the Pupil and Personnel division to discuss options. Supporting documentation and/or other verification may be required of families. Parents/guardians may also choose to consider private education options outside of district services which would be at the expense of the parent/guardian.

**During the Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning), are students only in school for two days? Or is there also online learning for when they are not in school?**

Families that choose the Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning), students will have two days of in-person instruction and three days of Synchronous and Asynchronous learning.

**Will there be video access to teach lessons that are taking place in-class?**

CUSD is planning on meeting with our bargaining units to discuss specific requirements of staff regarding Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning).

## **What are the expectations of teacher-student interaction? What will be asked of the student-student interactions?**

CUSD understands how important interactions are between teacher and student and also between student to student. We will try to encourage interactions between teachers and students and also students with other students as much as possible while we're in remote learning or in a hybrid model.

## **Grading**

**Last quarter, secondary teachers issued A-D grades (for High School), credit/no credit (for Pilarcitos), pass/ no pass (for Middle School), and In Progress, Not Able to Assess, Not Covered (for elementary) as grades for Remote Learning. Will that be the same in the Fall or will this new program of Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) support letter grades?**

The grading policy was put in place during the Spring 2020 semester due to COVID -19 pandemic. Grading is a topic that we will consult with our bargaining units and families if needed, such as the potential for providing Incomplete/No Credit grades. Currently, our normal grading procedures will be in place for the 2020-21 school year.

## **Health & Hygiene**

### **How will the district guarantee student health and safety in a hybrid learning model?**

The following protocols will be observed in a hybrid learning model to support student health and safety:

- Temperature checks
- Face masks covering worn by everyone
- Regular hand washing
- Social distancing
- Opening windows/doors for ventilation
- Cleaning of restrooms 3 times a day

Teachers and district staff will enforce these protocols daily to protect their own health as well as that of the students.

### **What are the sanitation measures during school hours?**

We're working with our facilities department on developing disinfecting/sanitization guidelines and a checklist to be followed by custodial staff per industry guidelines.

### **If my child is enrolled in the Hybrid in-school learning option and becomes sick (Not Covid-related), can the Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) option take effect until my child is well?**

If families choose the Hybrid learning Model, students will participate in both Distance and in person instruction/support. So, in this case, your student would not report to in person instruction/support while he/she was recuperating. The district would follow the Pandemic Recovery Guidelines established in San Mateo County to guide our actions.

### **Are school staff and students required to wear face masks and coverings when they come onto the school campus?**

All students and staff are required to wear facemasks. In June 2020, the California Department of Public Health (CDPH) issued amended guidance that no longer implies that school staff and students are exempt from wearing face masks or coverings. It mandates that face coverings be worn state-wide by the general public when outside their home, with some exceptions. It is our recommendation that staff and students wear a face covering when they come onto the school campus 100% of the time. Please know that we will be developing protocols to ensure our students are reminded to wear their masks on campus. We encourage our families to practice wearing facemasks with their students so that this transition can be easier for students upon their return to school.

### **What is a cloth face covering?**

A cloth face covering is a material that covers the nose and mouth. It can be secured to the head with ties or straps or simply wrapped around the lower face. It can be made of a variety of materials, such as cotton, silk, or linen. A cloth face covering may be factory-made or sewn by hand or can be improvised by household items such as scarfs, t-shirts, sweatshirts, or towels. Face coverings will be part of the clothing that the students and staff wear when going outside of their home.

### **How should I care for a cloth face coverings?**

It's a good idea to wash your cloth face covering frequently, ideally after each use or at least daily. Have a bag or bin to keep cloth face coverings in until they can be laundered with detergent and hot water and dried on a hot cycle.

### **Will the District provide disposable face masks to all staff and students?**

The District is not able to provide a disposable face mask to all staff and students every day during the instructional school year. It would require the district to purchase over 1,800,000 disposable face masks. There is a limited supply, and they are in high demand. So, this would not be feasible. In addition, the California Department of Education (CDE) states that districts only need to maintain a supply of disposable masks for students and staff who do not have one or who forget to bring their face covering to school.

### **Will there be cleaning crews assigned to individual schools to reduce cross-contamination?**

CUSD has custodians that are assigned to specific sites to clean our schools.

## **Nutritional Services**

### **Since there will be no lunches at the upcoming school year, what compensation can be provided for families that were buying school lunches?**

Neither the United States Department of Agriculture (USDA) nor the Department of Education are providing waivers for meals for students/families that do not meet the federal requirements for "Free and Reduced Price Meals" in the 2020 -2021 school year. Families are encouraged to fill out the Free and Reduced lunch application to see if they qualify. CUSD is not currently planning on subsidizing breakfasts/lunches for families that do not meet federal/state requirements. If we are in Remote Learning, we will follow a similar process to what we did in the spring; we will distribute meals twice a week, like we previously did.

## **Recess**

### **What does physical distancing look like during recess time?**

Students will not have access to playground equipment. Each teacher gets a designated area on the playground/blacktop. Some of the elementary schools are purchasing playground equipment to be used by the same cohort of students so it eliminates the sharing of all playground equipment among all students present.

## Special Education

**My child will be in special education for the 2020 -21 school year. Will children in the special education classes attend every day?**

No. Students will be assigned to a hybrid learning cohort and assigned specific days to attend in-person instruction/support. However, all students may start out in Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) for the 2020-21 school year. We have proposed three phases of how we will bring all students back to our schools, and special education students will be one of the first student groups that return to in-person instruction/support.

## Phase-In Approach

**What is the step-by-step or phase-in approach to return to in-person instruction?**

CUSD is proposing four phases:

**Phase 1** - 100% - Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) for 100% of students.

**Phase 2** - Instruction to groups of students including English Learners, Foster Youth, students experiencing homelessness or housing insecurity, Students with Disabilities, and other students that may need support as identified by staff: students would come for in-person instruction/support based on their cohort while all other students are still in 100% Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning).

**Phase 3** - Hybrid Learning Model A: Students will be divided into two cohorts. Each Cohort will attend 2 days per week on designated days for In-Person learning and 3 days a week of Remote Learning (Synchronous and Asynchronous).

**Phase 4** - 100% of students will return to school for 100% of In-Person Instruction, as we did before COVID-19.

Each phase is a minimum of two weeks unless health data or a COVID-related situation occurs on campus. Staff will evaluate to determine whether to move to the next phase based on the latest data available.

Unfortunately, we are unable to predict how long we will remain in a phase because it is tied into the recommendations from our state and county health and school leaders.

## **Transportation**

### **I was wondering if transportation will be available?**

CUSD is no longer offering transportation to students. However, for students with an IEP who need transportation services as per their IEP, transportation will be provided to those students.

SamTrans will be making some difficult decisions and may need to reduce the number of routes served due to a decreased need for ridership in the county due to a number of school districts that may either choose a hybrid or 100% remote learning model. As soon as our instructional model/schedules are approved, we will communicate this information so SamTrans can have all the information available to them in order to make an informed decision.