

Berkeley Unified School District
May 6, 2020

Coronavirus Update to the Board of Education

Brent Stephens, Superintendent
Bajé Thiara, Associate Superintendent
Natasha Beery, Director of Community Relations
Maria Carriedo, Director, Early Childhood Education
Tom Reid, Principal, Berkeley Adult School

1. State and County Public Health Updates
2. Distance Learning Updates
 - a. Student Participation, Weeks 2 and 3
 - b. Budget Update
 - c. Town Hall Thought Exchange
 - d. Early Childhood Education
 - e. Berkeley Adult School (BAS)
3. Summer 2020 Update
4. Planning for Fall 2020
5. Action Items

COVID-19 Action Items for This Evening

12.1.1. Approval of Resolution 20-050 in Appreciation of Berkeley Public School Educators

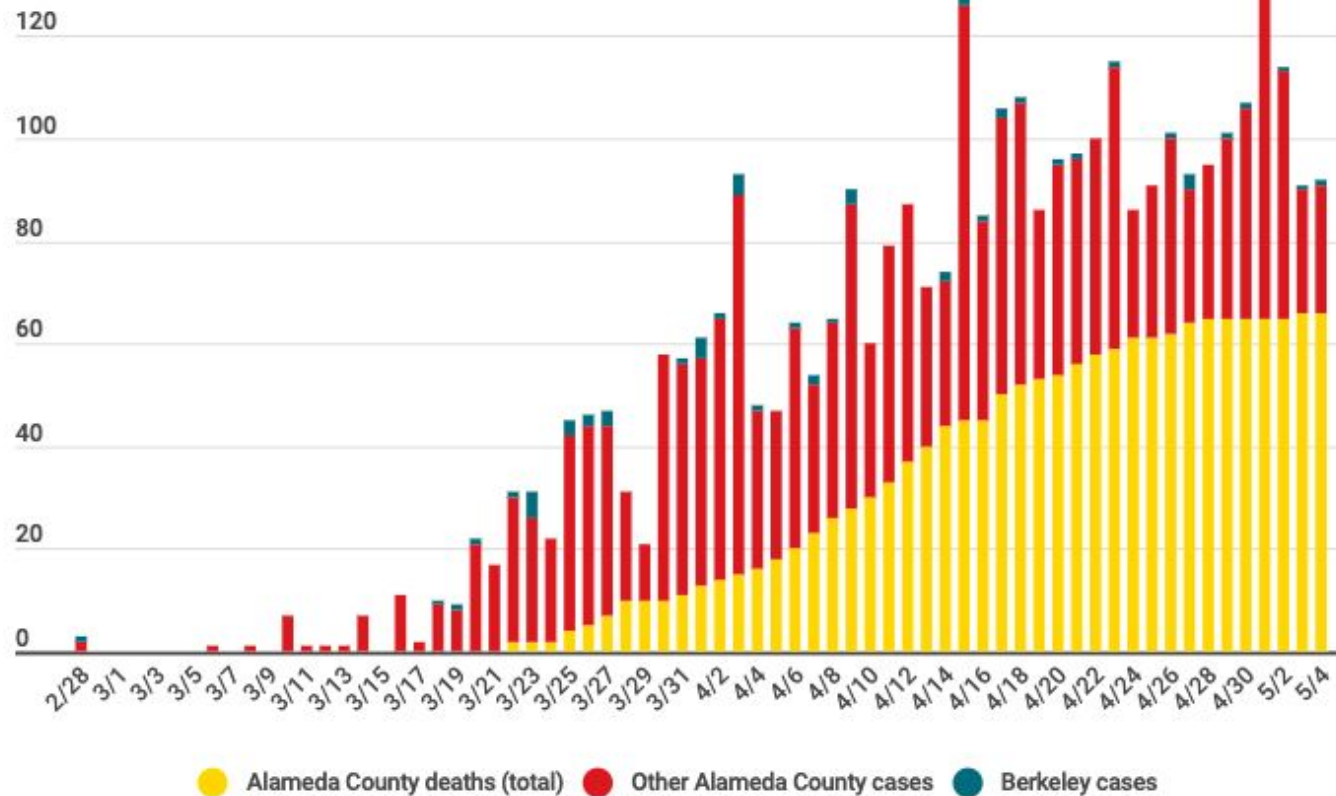
12.1.2. Approve Resolution Calling for Increases in Federal Funding for California Public Schools in 20-21

12.1.3. Approve Resolution 20-051 to Designate Authorized Agents to Receive Federal Public Assistance Grants

12.1.4. Approve Directions to BUSD Staff to Identify Budgeting Strategies in the Event of Further Reductions in State Revenue for 20-21

12.1.5. Approve Funds to Study the Feasibility of Increased Sinks or Handwashing Stations on School Campuses

Cases and deaths by date, Alameda County



Credit. Berkeleyside, used by permission

Guidance to Schools in the Time of Coronavirus/COVID-19

State

[California Roadmap to modifying the Stay-at-Home Order](#): 6 indicators

[Update on California's Pandemic Roadmap](#): 4 stages

[Roadmap Update](#): May 8 partial reopening; not opening schools

Region

[Shelter in Place Order extended to May 31](#): athletic fields open

[Road to Reopening](#): Alameda County Office of Education collaboration

[City of Berkeley EOC](#): Support for public health, planning

April 29 Town Hall Thought Exchange

What are the most important things our school district needs to think about as we continue to respond to COVID-19 and plan for the future?



922
Participants



1220
Thoughts



46126
Ratings

%



3%	(28)	■	Student
77%	(674)	■	Parent/Guardian
3%	(25)	■	Classified Staff
13%	(113)	■	Certificated Staff
1%	(14)	■	Manager
3%	(23)	■	Community Member

%



1%	(9)	■	Pre-Kindergarten
47%	(409)	■	Elementary School
16%	(145)	■	Middle School
22%	(190)	■	High School
14%	(121)	■	Multiple Levels or District Wide

A word cloud centered around a purple speech bubble icon. The words are in various colors and sizes, representing themes related to education, mental health, and community support. The most prominent words are 'interaction', 'connection', 'emotional', and 'engaged'. Other words include 'social plan', 'work time', 'online education', 'children', 'teaching', 'learning', 'community', 'schedule', 'help', 'families', 'group', 'safety', 'classes', 'health', 'home', 'parents', 'fall', 'support', 'instruction', 'kids', 'safe distance', 'staff', and 'time'.

A Few of the Top Thoughts

It is important to have a committee of teachers and administrators to begin planning how we will structure our classroom learning for fall semester.
So that we can plan our instruction in ways that will meet the diverse needs of our students in an equitable way.

4.2 ★★★★★ (26 🗳️)



If we're looking at distance learning long term, we need to consider how to foster collaborative learning and small group work online for students.
Most kids don't learn in a vacuum. They need to work alongside peers, question each other and build understanding together.

4.0 ★★★★★ (32 🗳️)



Please develop a plan B in case schools need to be closed again during the winter months.

4.1 ★★★★★ (52 🗳️)



Equity in student support and teaching

We don't want the achievement gap to grow. Our focus students require much more support than is provided in regular online classwork in meetings

3.9 ★★★★★ (25 🗳️)



kids don't have time for hand washing. With only 15min to eat, they leave lunch period hungry. Why would they take time to wash hands?
Hand washing needs to be taught/encouraged/enforced and most importantly time needs to be provided to make this realistic

4.0 ★★★★★ (41 🗳️)



Many teachers have school-age or younger children. We can't teach our students if we can't send our kids to school.

I'm concerned that a staggered schedule will make it impossible for me to stay in my profession.

3.9 ★★★★★ (48 🗳️)



Use Independent Studies Program There's already a structure in BIS, so use what has already been established

★ 4.3 ★ 1.3

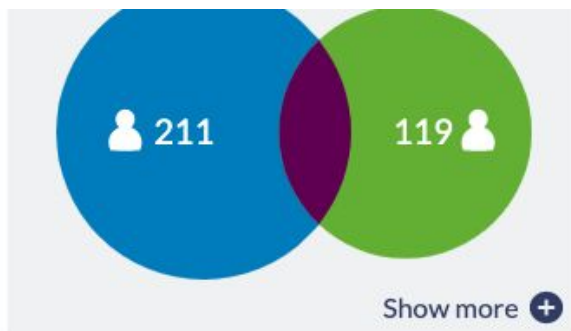
More creative and outside-the-box teaching strategies that are compatible with distancing, eg peer to peer learning, independent study, volunteers

★ 4.5 ★ 1.7

Improving Distance Learning It seems some combination of distance learning and on-campus learning will be necessary for fall. How can distance learning rise to the occasion?

★ 4.4 ★ 1.5

How can we help all teachers get up to a minimum level of competence with distance learning Kids are being disadvantaged by teachers who can use online technology



Side A/B Common (high)

Thank you to all teachers staff You rock

★ 4.5 ★ 4.1

Thank you berkeley teachers and staff for everything you are doing to support our kids!

★ 4.4 ★ 4.1

Consider outdoor learning, especially for younger children.

★ 4.3 ★ 4.3

The participation of Black students in our schools has been trending down even before the pandemic. The virus is disproportionately targeting a community already targeted by other ills disproportionately - evictions, imprisonment, gentrification. The diversity this city is known for as at risk.

★ 1.9 ★ 4.6

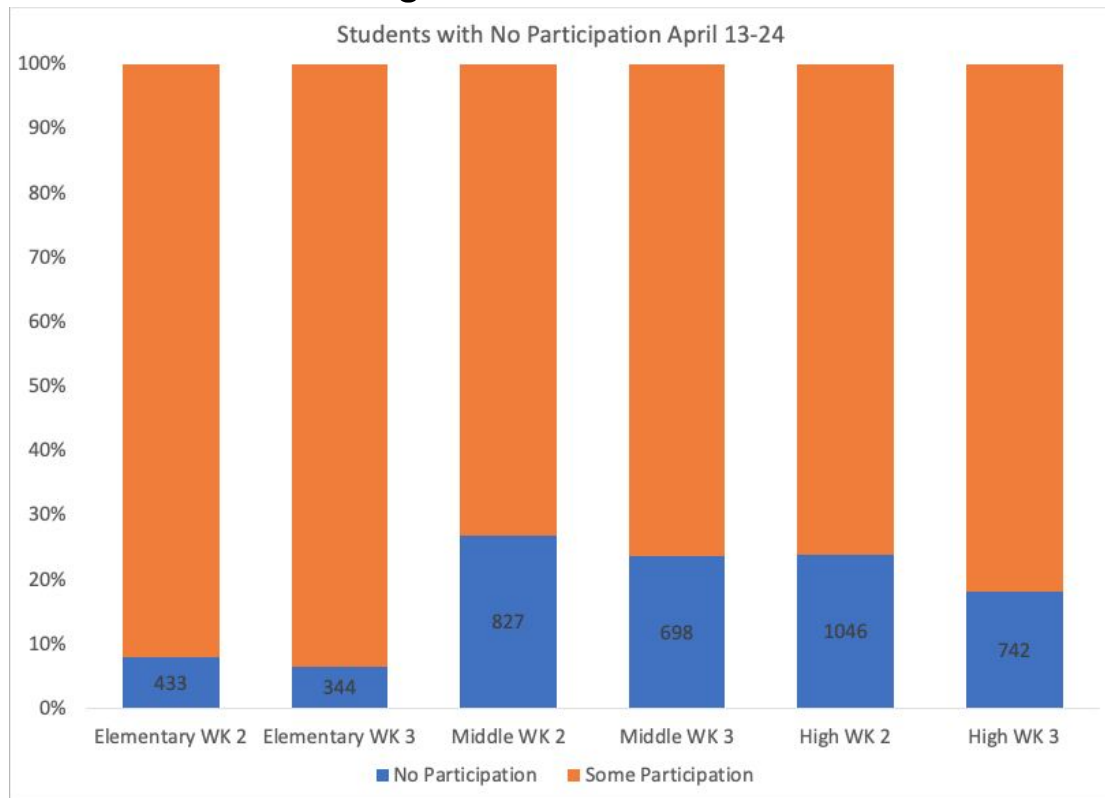
For many Berkeley students, this interruption of learning will not have a major impact on their futures. For many others, it could be devastating. There may be a long-term negative impact for students reliant on school for learning. How can we identify and help these kids to keep them on track?

★ 2.2 ★ 4.2

Equity Because it's already a problem and this is going to make it worse

★ 2.0 ★ 4.4

Distance Learning, Week 2 & Week 3 Summary



*percentages have a large margin of error (underestimate)

Distance Learning, Week 3 Summary

Teacher completion of tracking has increased from 66% to 88% in weeks two to three.

Across the district, reports of students with no participation are decreasing. (22% Week 2, 17% Week 3)

Some student groups continue to be disproportionately tracked as not participating. The following groups are being reported as by teachers as not yet participating almost twice as often as the district average:

- Students experiencing homelessness (40%)
- Black or African American students (31%)
- Students with IEPs (30%)
- Students experiencing socio-economic disadvantage (29%)

Some elementary schools are making improvements for these students. Student group populations are too small to report when disaggregated to the school level.

Budget Update

Governor's May Revise is expected on May 14

The California Department of Finance pointed to a scenario in the January budget (page 228) of a "moderate" recession with revenue losses of \$50 billion — \$25 billion for each of the first two years — followed by further annual declines of \$15 billion to \$20 billion for years after that.

In a report circulated today, FCMAT believes best case funded COLA could be in the -2% range, and worst case in the -10% range.

Budget Update

BUSD has reconvened its Budget Advisory Committees, the Educator Advisory Committee (EAC) and the Superintendent's Budget Advisory Committee (SBAC)

We are beginning preparations for possible reductions to the General Fund. A "level funded" budget (0% COLA), if this were to take place, represents a loss of \$2M.

New Information: Based on FCMAT recommendations on May 6, we should begin to prepare additional reduction scenarios - for \$4M and \$6M.

Reductions of this magnitude would be deep and painful for BUSD.

Distance Learning Update:

BUSD Early Childhood Education Distance Learning

King Child Development Center, Hopkins, and Franklin
Preschool

Maria Carriedo, ECE Principal

Early Childhood Education Distance Learning

Distance Learning Team – two preschool special education teachers, two general education child development teachers, Rtl Coordinator, ECE Coordinator, and BUSD retired teacher

- Meet weekly to discuss lessons and activities that are aligned to the CA Preschool Foundations and Frameworks
- Create new material for our website for different subject areas
- Teacher survey – how are they using the website and feedback
- Feedback from families regarding our preschool website

Early Childhood Education Distance Learning

- Individual classroom teachers are creating additional lessons for their class and adding these to their newsletter and/or through virtual meetings with their children
- RtI target students continue to receive weekly intervention support (pre-academic with Tier 2 Teacher and social emotional with Mental Health Consultant)

BUSD Preschool Family Support

Personal Outreach

- Teachers call families one time per week
- Teachers have office hours, check-in hours, 180 minutes a week
- Weekly newsletter – district preschool distance learning website is shared and other classroom specific lessons created by the teachers
- Family advocate calls families
- Rtl coordinator consults with families when additional support is needed

Written Outreach

- Newsletters sent on a weekly basis
- Student Communication log to document outreach efforts and/or any student information/progress
- Rtl notes
- Emails
- Distance Learning Meetings and attendance

BUSD Preschool Website

<https://sites.google.com/a/berkeley.net/preschool-distance-learning/>

- Daily activities - Circle time with a schedule

<https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/circle-time>

- Assist with a predictable routine in the family's home. - Daily Schedule and suggestions on website:

<https://sites.google.com/a/berkeley.net/preschool-distance-learning/daily-schedule>

Additional Early Childhood Resources

Promote the developmental progress of...

- Social emotional skills -
<https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/talking-about-covid19>
- Language and literacy skills -
<https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/literacy>
- Problem solving skills & math skills -
<https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/math>
- Science skills - <https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/science>
- Physical health -
<https://sites.google.com/a/berkeley.net/preschool-distance-learning/home/movement-and-pe>

Distance Learning Update:

Berkeley Adult School

Tom Reid, Principal

Outreach

Website postings, Mass emails,
Robo-calls, Berkeley Times,
Emails from teachers



B E R K E L E Y
A D U L T S C H O O L

Distance
Learning at BAS
5/6/2020

Tom Reid,
Principal

BAS Distance Learning Support, Week 4/20/20

Week at a Glance

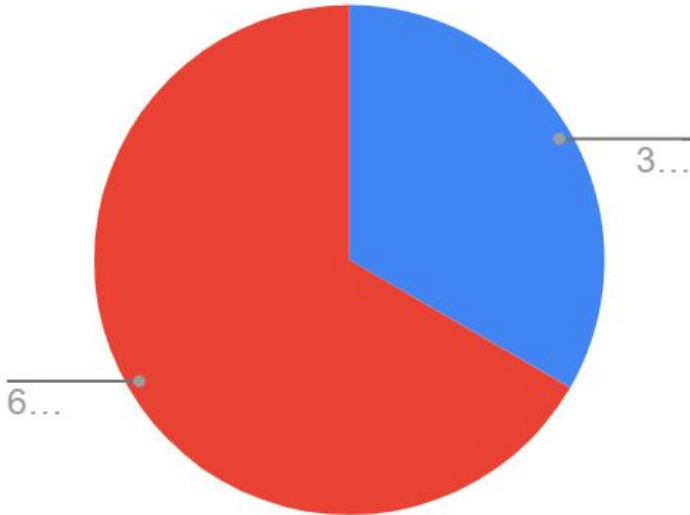
Key to highlights: Zoom Skills Student Communications Teaching Online Department Meetings

	Monday	Tuesday	Wednesday	Thursday	Friday
11:30-12:30		ESL Dept: Networking bit.ly/laurazoom Discussion Group: Breakout Rooms (Linda M.) https://bit.ly/2ROwL4X	In Touch with Students Using Remind.com (Ximena R.) https://zoom.us/j/93755494280?pwd=UHC2azBNeUFzU2ZyZU9MeGFmeWczQT09	ESL Dept Networking bit.ly/laurazoom	
12:30-1:30	Breakout Rooms in Zoom (Linda M.) https://bit.ly/2ROwL4X	Your Fav Teaching Strategies (Eva B.) https://bit.ly/34F8ZgV	Self-Care Support Group (Alicia C.) (See description below. RSVP req.)	LLL/AWD Dept. https://zoom.us/j/95636955453 Password: easy	Your Fav Teaching Strategies (Eva B.) https://bit.ly/34F8ZgV
1:30-2:30	Sharing Screen in Zoom (Boi A.) https://zoom.us/j/3074336792?pwd=VURHQ21ucEFTeWFIMnhaWWRaRHHxQT09	Academic Dept https://zoom.us/j/3074336792?pwd=VURHQ21ucEFTeWFIMnhaWWRaRHHxQT09	Google Docs and Lesson Planning (Boi and Alfred) bit.ly/alfredzoom Meeting ID: 522 867 8859	Academic Dept https://zoom.us/j/3074336792?pwd=VURHQ21ucEFTeWFIMnhaWWRaRHHxQT09	Use Google Forms to Create Quizzes (Alfred M.) bit.ly/alfredzoom

Training,
Support
for
Teachers

Student Engagement:

1/3 of Students Engaged



Planning for Fall 2020:

Advertising/catalog

Registration

Class size, # Classes in building

Distance learning

Hybrid classes

Online content providers

***Access for marginalized**

Summer Learning Update

Goals:

- To provide modified versions of BUSD's traditional summer programming (Special Education Extended School Year (ESY), high school credit recovery, and BEARS for qualifying elementary and middle school students)
- To continue BUSD's commitment to continuity of learning during the schools facilities closure
- To provide extended learning opportunities for additional unduplicated students impacted by the school facilities closure
- To maximize enrichment and learning opportunities for BUSD students

Summer Learning Update

TK-Grade 8 Session(BEARS, ESY)1:

4 weeks, from June 22-July 16, 2020 (July 3, 2020 is a holiday)

PK-Grade 8 Session(BEARS) 2:

3 weeks from July 20-August 7, 2020

High School Credit Recovery & Senior Diploma

6 Week Session from June 22-July 30, 2020

High School Extended School Year

June 22- July 16, 2020

We plan to focus on unduplicated students, and will work directly with schools' Intervention teams and the Office of Family Engagement and Equity to identify and recruit students.

Summer Learning Update

- Teacher Application has been sent to all teachers
- One-Day Teacher Orientation Session: June 15, 2020
- Instruction will take place Monday-Thursday during the hours of 9:00 a.m.-12:00 noon.
- Teachers will work with a class of students between 12-15 students (PK-8).
- Online interactions can take place on either Google Meet or Zoom, for no more than two hours per day

Planning to Reopen our Schools

On April 14th, Governor Newsom introduced a [“roadmap” to gradually re-open the state’s businesses and schools](#) after a long period of closures. The criteria he describes includes the capacity of schools to ensure that social distancing and safety conventions are in place for all students and staff. This requirement poses a real challenge for our schools, and a great deal of planning will be necessary in advance of the new school year.

Schools Will Continue be Impacted by COVID-19 in 2020-2021

Planning to Reopen our Schools

Among the many important questions that we must answer are:

- What health practices must we ensure are in place in all our schools?
- What physical modifications to classrooms and school common spaces will be required?
- What is the revised capacity of each of our schools, given that social distancing is probably not possible when all students and staff are present at the same time?
- How do we adjust our building use and school schedules to maximize
- How do we balance on-campus learning with distance learning, to the greatest advantage of students and families?

Planning to Reopen our Schools

New Fall 2020 Community Advisory Committee that consists of representatives from BUSD's current parent committees, as well as additional selected volunteers

New Fall 2020 Educator Advisory Committee that will serve the same purpose

Meetings will begin next week

Planning to Reopen our Schools

School Reopening Educator Advisory Committee	School Reopening Community Advisory Committee
May 11, 4:00 - 5:30	May 12, 4:00 - 5:30
May 25, 4:00 - 5:30	May 26, 4:00 - 5:30
June 8, 4:00 - 5:30	June 9, 4:00 - 5:30
June 22, 4:00 - 5:30	June 23, 4:00 - 5:30

Planning to Reopen Our Schools

In addition, I plan a variety of community engagement strategies, including:

- Virtual Town Halls on April 29 and May 13
- Spanish Language Town Hall on May 28
- Student Town Hall, TBD
- Affinity-based Town Hall in collaboration with PCAD
- Interactive Online Surveys for Students and Families via Thought Exchange
- Large-Scale Student, Staff, and Family Surveys about our current distance learning efforts
- Equity-Centered Family Outreach through the Office of Family Engagement and through our schools

DRAFT: Steps in the Planning Process, School Reopening

Step One: Define Strong Risk Reduction Practices

1. Define BUSD's Health and Risk Reduction Priorities
2. Consult with City and County Health Officials
3. Ensure Common Understanding Social Distancing Practices
4. Review the current Guidance Documents about 2020-2021 School Year (State Reqs)
5. Identify Vulnerable Student Populations
6. Staffing and Personnel Safety Issues
 - a. Classroom Teachers and Support
 - b. On-site Admin
 - c. Operations (Cleaning)
 - d. Vulnerable Staff (pre-existing conditions, age, exposure) - Remote Working

DRAFT: Steps in the Planning Process, School Reopening

Step Two: Building and Transportation Capacity

1. Define Facilities Capacities Under Social Distancing
 - a. Maximum Classroom Capacity
 - b. Hallways
 - c. Cafeterias and other common spaces
 - d. Playgrounds, Yards, and Gardens
2. Define Transportation Capacities
3. Identify Additional Space for Instruction in Schools and in the District
4. Food Services

DRAFT: Steps in the Planning Process, School Reopening

Step Three: Define On-Campus Options for Reopening Schools

1. Equity
 - a. Identify Ongoing and New Equity Concerns
 - i. Student Participation
 - ii. Student and Family Survey Information
 - iii. OFEE Reporting Data
2. Provide Additional Clarity about the Goals for Student Learning
 - a. The Role of Standards
 - b. Grading, Required Work, Exemptions
 - c. Social and Emotional Health

DRAFT: Steps in the Planning Process, School Reopening

Step Three: Define On-Campus Options for Reopening Schools (cont'd)

3. Options for Meeting These Goals, with Equity at the Center

- a. Learning at Home
- b. On-Campus Learning with Social Distancing
- c. Small-Group Learning Centers
- d. First Month Review
- e. Project-Based Learning
- f. Independent Study and Student Choice

4. Child Care for Parents and Employees

- g. Tutoring Programs
- h. Extended Time Programs

Important Guidance Documents About School Reopening

Planning for school reopening is currently left to local districts to manage. However, a number of helpful guidance documents are available for this purpose. These include:

[California's Roadmap to Modify the Stay at Home Order](#) - April 14, 2020: Six Indicators

[Update on California Pandemic Roadmap](#) - April 28, 2020: Four Stages

[California Resilience Roadmap, Report Card](#) - May 4, 2020: Early Stage 2 reopenings

[San Diego County Office of Education, Planning Assumptions](#) - April 14/April 28 updates



ALAMEDA COUNTY OFFICE OF EDUCATION



ROAD TO RE-OPENING

Districts across Alameda County will be participating in a collaborative planning process that prioritizes the SAFETY of students, staff and school communities. Districts will customize their re-opening scenarios to best fit their individual needs.

We Are Committed to Feedback and Ongoing Improvement

We offer a special acknowledgement
to our BUSD students and families, whose lives have been
upended as a result of the COVID-19 pandemic

BUSD will do everything in our power
to support our community!

Request for Board Action

12.1.1. Approval of Resolution 20-050 in Appreciation of Berkeley Public School Educators

"The Berkeley Unified School District proudly proclaims the month of May, 2020 as Employee Appreciation Month to include the California Day of the Teacher, (Tuesday, May 5, 2020), the Week of Classified Employees (May 17-23, 2020) and Recognition of Support and Administrative Staff."

Request for Board Action

12.1.2. Approve Resolution Calling for Increases in Federal Funding for California Public Schools in 20-21

The Board of Education of the Berkeley Unified School District calls on our Congressional delegation, inclusive of our United States Senators and House of Representatives, and the Governor of California to advocate for additional federal funding to prioritize stable public school funding. Teachers shall continue to provide instruction, assignments and assessments using distance learning tools and resources.

Request for Board Action

12.1.3. Approve Resolution 20-051 to Designate Authorized Agents to Receive Federal Public Assistance Grants

On March 13, 2020, the President declared a National Emergency Declaration resulting from the Coronavirus (COVID-19) Pandemic, and made Federal funds available for Public Assistance Grants. Form 130 requires a resolution to be filed to designate an authorized agent to receive funding. The authorized agents for Berkeley Unified School District is the Assistant Superintendent of Business Services or her designee.

Request for Board Action

12.1.4. Approve Directions to BUSD Staff to Identify Budgeting Strategies in the Event of Further Reductions in State Revenue for 20-21

The Board directs staff to identify an additional \$2,000,000 in possible reductions to the General Fund in the event of further reductions in state funding to BUSD. The Board takes this action in response to widespread media reports of a coming recession in California due to the COVID-19 pandemic.

Tonight's action does not require an additional \$2,000,000 in reductions; rather, the Board directs staff to prepare plans for these reductions in the event that they might be necessary. The Board will hear proposals from staff for further reductions at subsequent Board meetings, and will approve additional reductions if they appear to be necessary.

Request for Board Action

12.1.5. Approve Funds to Study the Feasibility of Increased Sinks or Handwashing Stations on School Campuses

As a response to the current COVID-19 pandemic and in the interest of student and staff health, the Facilities Division is working to determine if handwashing capacity at BUSD campuses can be increased. These items include, but are not limited to new accessible path of travel, encroachment on existing accessible path of travel, constructability, plumbing capacity, compliant fixtures and a program analysis of the intended use.

The Board approves that that district staff perform an architectural and constructability analysis to increase handwashing capacity at BUSD campuses in response to the COVID-19 pandemic