

# COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA  
**ALL**

Your Actions  
Save Lives



Date: 02/26/2021

## 2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: Santa Monica-Malibu USD

Number of schools: 10

Enrollment: 4402

Superintendent (or equivalent) Name: Ben Drati

Address: 1651 16th Street

Phone Number: 310-450-8338x70229

Santa Monica CA 90066

Email: bdrati@smmusd.org

Date of proposed reopening:  
03/15/2021

County: Los Angeles

Grade Level (check all that apply)

Current Tier: Purple  
(please indicate Purple, Red, Orange or Yellow)

☒ TK ☒ 2nd ☒ 5th ☐ 8th ☐ 11th

☒ K ☒ 3rd ☐ 6th ☐ 9th ☐ 12th

☒ 1st ☒ 4th ☐ 7th ☐ 10th

Type of LEA: School District

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier and not yet open, materials must additionally be submitted to your local health officer (LHO) and the State School Safety Team prior to reopening, per the [Guidance on Schools](#).

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

[K12csp@cdph.ca.gov](mailto:K12csp@cdph.ca.gov)

**LEAs or equivalent in Counties with a case rate  $\geq 25/100,000$  individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.**

**For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:**

☒ I, Ben Drati, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

☒ **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

12-17 based on enrollment and size of classrooms

---

If you have departmentalized classes, how will you organize staff and students in stable groups?

See appendix on the three different Hybrid Variations we will execute

---

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

---

☒ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

☒ **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

☒ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

☒ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

☒ **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

☒ **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 12 feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

---

☒ **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

☒ **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

1x per week / no difference by tier

☒ **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Periodic asymptomatic student testing not planned

☒ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

☒ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☒ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☒ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: SMMCTA

Date: 02/12/2021

☒ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: Parent and community groups

Date: 02/11/2021

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

*See Appendix K for full list of consultation dates*

### **For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

**Date of Submission to Local Health Department: 2/26/21**

**Note: LEAs intending to re-open K-6 schools while in the Purple Tier are to submit the CSP to the LHD and the State Safe Schools for All Team concurrently.**

### **Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes.

## Hybrid Schedule

A Hybrid model refers to a combination of on-campus learning and remote Distance Learning. On March 15<sup>th</sup>, all campuses are starting with the Distance Learning Plus model, which is a form of Hybrid. For the two weeks prior to Spring Break, the elementary schools will begin by offering 1-2 time blocks on campus for in-person learning. These two weeks will offer schools an opportunity to ease students back onto campus and practice procedures, routines, and protocols with students as they adjust to the return to school.

Following this transition back to campus, after Spring Break school sites will ramp up their Distance Learning Plus model by gradually, and as quickly as possible with safety in mind, expanding their on-campus offerings to up to 4 time blocks on campus during the week for a robust Hybrid Distance Learning Model.

Based on school site needs, campus size, class size, staffing, and other factors, the Hybrid models may vary slightly, yet all campuses will offer the same approximate amount of on-campus offerings in combination with Distance Learning. For example:

1. An AM/PM model- Each class split in half to reduce class size to maintain social distancing, one group coming to school in the AM for approximately 2.5 hours and doing Distancing learning in the PM, and one group coming to school in the PM and doing Distance Learning in the AM. Equaling an opportunity for approximately 2.5 hours 4 days a week of on-campus offerings (4 time blocks- totaling 10 hours a week).
2. A PM model- The whole class coming at one time in the afternoon for approximately 2.5 hours 4 days a week, with Distance learning in the AM. Equaling an opportunity for approximately 2.5 hours 4 days a week of on-campus offerings (4 time blocks- totaling 10 hours a week).
3. A Split Week model- with each class split in half to reduce class size to maintain social distancing, one group coming to school M/T 9am-2pm and doing Distance Learning W-F, and one group coming to school Th-F 9am-2pm and doing Distance

Learning M-W. Equaling an opportunity for approximately 5 hours 2 days a week of on-campus offerings (2 time blocks in one day equating to 4 time blocks- totaling 10 hours a week).

Note- Wednesday is a shortened day with early dismissal, which is why it is 4 time blocks a week instead of 5.

In summary, all elementary schools are beginning March 15<sup>th</sup> in one of these models with on-campus offerings 1-2 time blocks a week. Following Spring Break schools will gradually, and as quickly as possible with safety in mind, ramp up these models to the maximum possible on-campus offering available given the social distancing restrictions.

### AM / PM Hybrid Model

**Vision** is to bring back students for social emotional health, academic reinforcement, interventions, and enrichments. Our current distance learning instructional model will remain intact four days a week while simultaneously providing opportunities for those able to attend in-person for one half day a week. The in person activities will potentially ramp up to 5 five half days a week and reducing the distance learning portion of the week to 5 half day asynchronous learning days. The ramp up pace and rate in which students are on campus for in person activities from the start to the end of the school year will be dependent on continuous evaluation of how things are progressing with respect to academic and social / emotional learning of the students with parent and staff input.

#### Definition:

**In the beginning**, once a week students will be invited to campus for in-person instruction with their classroom teacher, with a primary goal of addressing students' social-emotional development. Instruction will include social emotional learning and a combination of outdoor fitness, art, steam, academic reinforcements, interventions, and enrichment activities.

**After evaluation of initial implementation of in person instruction and changing safety conditions**, the school sites will ramp up in person activities to the fullest extend possible that the school's reopening model can execute within the safety guidelines. The AM/PM Hybrid schedule with one day of in person activities for students and maximum in person activities of 4 days a week are reflected below respectively.

### AM/PM Hybrid Schedule with one day of in person/week

	Monday	Tuesday	Wednesday	Thursday	Friday
Mode of Learning	Distance Learning	In-person Instruction <b>TK/1st/3rd/5th</b> Students: 9/26/41/33=100	Distance Learning	In-person Instruction <b>K/2/4th/4-5 combo</b> Students: 23/39/49/8=119	Distance Learning
8:15 - 8:30 a.m.		BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.		BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.	



<b>8:30 -11:15 a.m.</b>		AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>		AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>	
<b>LUNCH</b>	<b>11:50- 12:30</b>	<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>	<b>11:50 - 12:30</b>	<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>	<b>11:50- 12:30</b>
<b>12:00 - 12:15 p.m.</b>		BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go straight to their classrooms.		BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go straight to their classrooms.	
<b>12:15 -3:00 p.m.</b>		PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.		PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.	<b>12:30- 1:00 p.m.</b> <b>STEAM</b>

Students attend “ in-person” learning for 2 hours and 45 mins a day, 1 day a week. TK/K times may be adjusted.

Students unable to attend in-person will be provided comparable asynchronous assignments by the classroom teacher.

Classes are divided into 2 stable groups if the number of students attending in-person exceeds 15

Office staff, HOS, PAS. Pareducators and Instructional assistants will support with drop-off/ pick-up.

### AM/PM Hybrid Schedule with 4 days / week of in person activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Mode of Learning</b>	In-person Instruction <b>TK -5</b>	In-person Instruction <b>TK -5</b>	Distance Learning <b>TK -5</b>	In-person Instruction <b>TK -5</b>	In-person Instruction <b>TK -5</b>
<b>8:15 - 8:30 a.m.</b>	BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.	BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.	Distance Learning  Teacher Prep  Small group Inst	BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.	BGCM drop-off for participating students. AM group health screening and drop-off. Cleared students go straight to their classrooms.
<b>8:30 -11:15 a.m.</b>	AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>	AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>	Distance Learning  Teacher Prep  Small group Inst	AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>	AM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules. <b>*TK and K times may be adjusted.</b>
<b>LUNCH</b>	<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>	<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>		<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>	<b>11:15-12:00</b> <b>Grab and go lunches</b> <b>Disinfect/clean classrooms with a PM group</b>
<b>12:00 - 12:15 p.m.</b>	BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go	BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go straight to	Distance Learning  Teacher Prep  Small group Inst	BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go straight	BGCM drop-off for participating students. PM group health screening and drop-off. Cleared students go straight to

	straight to their classrooms.	their classrooms.		to their classrooms.	their classrooms.
<b>12:15 -3:00 p.m.</b>	PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.	PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.	Distance Learning  Teacher Prep  Small group Inst	PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.	PM group provided in-person instruction with their teacher in the classroom. Refer to grade level schedules.

Students attend “ in-person” learning for 2 hours and 45 mins a day for 5 days a week. TK/K times may be adjusted.  
Students unable to attend in-person will be provided comparable asynchronous assignments by the classroom teacher.  
Classes are divided into 2 stable groups if the number of students attending in-person exceeds 15  
Office staff, HOS, PAS. Pareducators and Instructional assistants will support with drop-off/ pick-up.

### PM Hybrid Model

**Vision** is to bring back students for social emotional health, academic reinforcement, interventions, and enrichments. Our current distance learning instructional model will remain intact five days a week for half a day while simultaneously providing opportunities for those able to attend in-person for one half day a week. The in person activities will potentially ramp up to 4 five half days a week and reducing the distance learning portion of the week to 5 half day synchronous learning days. The ramp up pace and rate in which students are on campus for in person activities from the start to the end of the school year will be dependent on continuous evaluation of how things are progressing with respect to academic and social / emotional learning of the students with parent and staff input.

**Definition:**

**In the beginning**, once a week students will be invited to campus for in-person instruction with their classroom teacher, with a primary goal of addressing students' social-emotional development. Instruction will include social emotional learning and a combination of outdoor fitness, art, steam, academic reinforcements, interventions, and enrichment activities. A sample schedule with one day of in person activities a week is represented below.

**After evaluation of initial implementation of in person instruction and changing safety conditions**, the school sites will ramp up in person activities to the fullest extend possible that the school's reopening model can execute within the safety guidelines. The Hybrid schedule with maximum 4 days of in person activity is also reflected below.

#### PM Hybrid Schedule with one day of in person/week

	Monday	Tuesday	Wednesday	Thursday	Friday
Mode of Learning	DL Per MOU	DL Per MOU	DL Per MOU	DL Per MOU	DL Per MOU
8:30-9:00	Morning Meeting				
9:00-11:35	Distance Learning: Refer to Grade-Level Schedules				
11:35	Lunch/transition to Campus for In-Person Learning				
Mode of Learning	In-Person Instruction: Refer to Grade-Level Schedules				

12:45 - 2:45	Refer to Grade-Level Schedules				
Stable Group A	K grade 1st grade	2nd Grade 3rd Grade	Specialized Groups	4th grade	5th grade
Stable Group B	K grade 1st grade	2nd Grade 3rd Grade	Specialized Groups	4th grade	5th grade
2:45-3:00	Dismissal				

#### Notes for 1 Day a Week On Campus

- Students attend ***On-Campus Learning*** for 2.5 hours a day, 1 day a week
- Students unable to attend in-person will be provided an ***online teacher*** (from the school site))
- While on campus, classes are divided into ***two groups***: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate halfway during the in person session.

#### PM Hybrid Schedule with four days of in person/week

	Monday	Tuesday	Wednesday	Thursday	Friday
Mode of Learning	DL Per MOU	DL Per MOU	DL Per MOU	DL Per MOU	DL Per MOU
8:30-9:00	Morning Meeting				
9:00-11:35	Distance Learning: Refer to Grade-Level Schedules				

11:35	Lunch/transition to Campus for In-Person Learning				
Mode of Learning	In-Person Instruction: Refer to Grade-Level Schedules				
12:45 - 2:45	Refer to Grade-Level Schedules				
Stable Group A	1st, 3rd, 5th K, 2nd, 4th	1st, 3rd, 5th K, 2nd, 4th	Specialized Groups	1st, 3rd, 5th K, 2nd, 4th	1st, 3rd, 5th K, 2nd, 4th
Stable Group B	1st, 3rd, 5th K, 2nd, 4th	1st, 3rd, 5th K, 2nd, 4th	Specialized Groups	1st, 3rd, 5th K, 2nd, 4th	1st, 3rd, 5th K, 2nd, 4th
2:45-3:00	Dismissal				

#### Notes for 4 Day a Week On Campus

- Students attend ***On-Campus Learning*** for 2.5 hours a day, 4 days a week; TK/K will attend 5 hours a day, 3 day a week
- Students unable to attend in-person will be provided an ***online teacher*** (from McKinley)
- While on campus, classes are divided into ***two groups***: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate halfway during the in person session. In this model, numbers of each group will be adjusted; groups not working with the classroom teacher will be combined with other groups.
- ***Stable Groups*** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B). Stable groups in the four-day-a-week model will include the entire grade.

## Split Week Hybrid Model

**Vision.** Students organized to create two stable groups within each class (e.g., Bourke1 and Bourke2). As we invite more and more students to campus, the **Stable Groups** will increase in size. For example Bourke1, Bourke2, Drati1 and Drati2 would become **Stable Group A** that has about 48 kids in it. This Stable Group wouldn't interact with other Stable Groups. Or, one grade level (including each classroom teacher's two groups) might become a stable group. It all depends on how many kids we have and how far we need to stretch staff to student ratios. With this schedule, students attend **On-Campus Learning** for 6 hours a day, 1 day a week; TK/K will attend 5 hours a day, 1 day a week

### Definition:

**In the beginning stage one week 1**, Students attend **On-Campus Learning** for 6 hours a day, 1 day a week; TK/K will attend 5 hours a day, 1 day a week (not reflected in schedule above)

- Students unable to attend in-person will be provided an **online teacher** (from Rogers or District)
- Classes are divided into **two groups**: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout day
- **Stable Groups** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B)

**In the beginning stage one week 2**, Students attend **On-Campus Learning** for 6 hours a day, 1 day a week; TK/K will attend 5 hours a day, 1 day a

- Students attend **On-Campus Learning** for 6 hours a day, 2 days a week; TK/K will attend 5 hours a day, 2 day a week (not reflected in schedule above)
- Students unable to attend in-person will be provided an **online teacher** (from Rogers or District)
- Classes are divided into **two groups**: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout the day. In this model, numbers of each group will be adjusted; groups not working with the classroom teacher will be combined with other groups.
- **Stable Groups** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B). Stable groups in the two-day-a-week model will include the entire grade.

### After evaluation of initial implementation of in person instruction and changing safety conditions and April 12th

- Students attend **On-Campus Learning** for 6 hours a day, 3 days a week; TK/K will attend 5 hours a day, 3 day a week (not reflected in schedule above)
- Students unable to attend in-person will be provided an **online teacher** (from Rogers or District)
- Classes are divided into **two groups**: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout the day. In this model, numbers of each group will be adjusted; groups not working with the classroom teacher will

be combined with other groups.

- **Stable Groups** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B). Stable groups in the three-day-a-week model will include the entire grade.

### Stage 1: One-Day-a-Week on Campus; 4 Days-a-Week Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Grade Level</b>	5th Grade	1st Grade	3rd/4th Grade	2nd Grade	Kindergarten
<b># of Students on campus</b>	100 Students	58 students	145 students	62 students	87 students
<b>8:00 - 8:30</b>	<b>Arrival</b> Screening Meet at assigned location				
<b>8:30 - 9:00</b>	<b>Morning Meeting</b> Whole class at outside location				
<b>9:00 - 9:50</b>	<b>First Group Rotation</b> -Teacher working with group A -1A traveling with group B to PE/Art/Farming				



<b>9:50 - 10:10</b>	<p align="center"><b>Hand Washing/Bathroom</b></p> <p align="center">-IA/Campus Monitor Supervising -While teacher readies supplies and activities for second rotation -Each classroom will be assigned a station for hand washing</p>
<b>10:10 - 11:00</b>	<p align="center"><b>Second Group Rotation</b></p> <p align="center">Teacher working with group B -IA traveling with group A to PE/Art/Farming</p>
<b>11:00 - 11:15</b>	<p align="center"><b>Hand Washing/Bathroom</b></p> <p align="center">-At assigned station</p>
<b>11:15 - 12:00</b>	<p align="center"><b>Lunch Time/Unstructured Play</b></p> <p align="center">-Each class/cohort will be given a rotating lunch area and play location</p>
<b>12:00 - 12:15</b>	<p align="center"><b>Hand Washing/Bathroom</b></p> <p align="center">-At assigned station</p>
<b>12:15 - 1:15</b>	<p align="center"><b>Third Group Rotation</b></p> <p align="center">Teacher working with Group/whole class as needed (possibly intervention)</p>
<b>1:15 - 1:30</b>	<p align="center"><b>Closing Circle</b></p> <p align="center">*Depending on cohorting rules done in small groups or as a whole outside</p>
<b>1:30 - 2:00</b>	<p align="center"><b>Dismissal</b></p> <p align="center">Reunification with families at assigned location</p>

### Notes for One Day a Week On Campus Learning

- Students attend ***On-Campus Learning*** for 6 hours a day, 1 day a week; TK/K will attend 5 hours a day, 1 day a week (not reflected in schedule above)
- Students unable to attend in-person will be provided an ***online teacher*** (from Rogers or District)

- Classes are divided into **two groups**: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout day
- **Stable Groups** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B)

**Stage 2: Two Days-a-Week on Campus; Three Days-a-Week Distance Learning**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Grade Level</b>	5th/3rd grade	1st/2nd Grade	3rd, 4th, & 5th Grade	Kindergarten, 1st, & 2nd Grade	Kindergarten/4th grade
<b># of Students on campus</b>	173 students	120 students	245 students	207 student	159 students
<b>8:00 - 8:30</b>	<b>Arrival</b> Screening Meet at assigned location				
<b>8:30 - 9:00</b>	<b>Morning Meeting</b> Whole class at outside location				
<b>9:00 - 9:50</b>	<b>First Group Rotation</b> -Teacher working with group A -IA traveling with group B to PE/Art/Farming				
<b>9:50 - 10:10</b>	<b>Hand Washing/Bathroom</b> -IA/Campus Monitor Supervising -While teacher readies supplies and activities for second rotation -Each classroom will be assigned a station for hand washing				

10:10 - 11:00	<p><b>Second Group Rotation</b>  Teacher working with group B  -IA traveling with group A to PE/Art/Farming</p>
11:00 - 11:15	<p><b>Hand Washing/Bathroom</b>  -At assigned station</p>
11:15 - 12:00	<p><b>Lunch Time/Unstructured Play</b>  -Each class/cohort will be given a rotating lunch area and play location</p>
12:00 - 12:15	<p><b>Hand Washing/Bathroom</b>  -At assigned station</p>
12:15 - 1:15	<p><b>Third Group Rotation</b>  Teacher working with Group/whole class as needed (possibly intervention)</p>
1:15 - 1:30	<p><b>Closing Circle</b>  *Depending on cohorting rules done in small groups or as a whole outside</p>
1:30 - 2:00	<p><b>Dismissal</b>  Reunification with families at assigned location</p>

## Notes for Two Day a Week On Campus Learning

- Students attend **On-Campus Learning** for 6 hours a day, 2 days a week; TK/K will attend 5 hours a day, 2 days a week (not reflected in schedule above)
- Students unable to attend in-person will be provided an **online teacher** (from Rogers or District)
- Classes are divided into **two groups**: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout the day. In this model, numbers of each group will be adjusted; groups not working with the classroom teacher will be combined with other groups.
- **Stable Groups** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B). Stable groups in the two-day-a-week model will include the entire grade.

**Stage 3: Three Days-a-Week on Campus; Two Days-a-Week Distance Learning**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Grade Level</b>	2nd, 3rd, 4th, & 5th Grades	Kindergarten, 1st, & 2nd Grades	1st, 3rd, 4th, & 5th Grades	Kindergarten, 1st, & 2nd Grades	Kindergarten, 3rd, 4th, & 5th
<b># of Students on campus</b>	307 students	207 students	303 students	207 student	332 students
<b>8:00 - 8:30</b>	<b>Arrival</b> Screening Meet at assigned location				
<b>8:30 - 9:00</b>	<b>Morning Meeting</b> Whole class at outside location				
<b>9:00 - 9:50</b>	<b>First Group Rotation</b> -Teacher working with group A -IA traveling with group B to PE/Art/Farming				
<b>9:50 - 10:10</b>	<b>Hand Washing/Bathroom</b> -IA/Campus Monitor Supervising -While teacher readies supplies and activities for second rotation -Each classroom will be assigned a station for hand washing				
<b>10:10 - 11:00</b>	<b>Second Group Rotation</b> Teacher working with group B -IA traveling with group A to PE/Art/Farming				
<b>11:00 - 11:15</b>	<b>Hand Washing/Bathroom</b> -At assigned station				

11:15 - 12:00	<p style="text-align: center;"><b>Lunch Time/Unstructured Play</b> -Each class/cohort will be given a rotating lunch area and play location</p>
12:00 - 12:15	<p style="text-align: center;"><b>Hand Washing/Bathroom</b> -At assigned station</p>
12:15 - 1:15	<p style="text-align: center;"><b>Third Group Rotation</b> Teacher working with Group/whole class as needed (possibly intervention)</p>
1:15 - 1:30	<p style="text-align: center;"><b>Closing Circle</b> *Depending on cohorting rules done in small groups or as a whole outside</p>
1:30 - 2:00	<p style="text-align: center;"><b>Dismissal</b> Reunification with families at assigned location</p>

### Notes for Three Day a Week On Campus

- Students attend ***On-Campus Learning*** for 6 hours a day, 3 days a week; TK/K will attend 5 hours a day, 3 day a week (not reflected in schedule above)
- Students unable to attend in-person will be provided an ***online teacher*** (from Rogers or District)
- Classes are divided into ***two groups***: one group will work with the teacher (Group A), one with auxiliary staff (Group B). Groups will rotate throughout the day. In this model, numbers of each group will be adjusted; groups not working with the classroom teacher will be combined with other groups.
- ***Stable Groups*** will be created to include as few students as possible; however, stable groups are not the same as classroom groups (Group A and B). Stable groups in the three-day-a-week model will include the entire grade.

## Parent and Student Consultation Meetings Regarding Reopening

### PTA full council meetings

- PTA Council exec board and PTA unit presidents
- Some were regular monthly meetings, while others were special meetings: 6/18/20, 10/12/20, 10/20/20, 11/17/20, 11/30/20, 12/15/20, 1/19/21, and 2/16/20

### District Advisory Committees (DACs) and other advisory committees

- Health & Safety DAC (board-appointed committee): 10/8/20
- Special Education DAC (board-appointed committee): 10/13/20
- District English Language Advisory Committee (DELAC): 6/22/20, 10/20/20, 11/18/20
- Puente/Latinx Parent Group: 6/23/20
- Black/African American Parent Group: 6/24/20, 11/23/20
- LCAP Parent Advisory Committee (PAC): 10/14/20

### Town Hall Meetings

- Elementary school focus: 6/30/20 and 10/26/20
- Secondary school focus: 7/1/20 and 10/21/20
- Malibu schools focus: 7/7/20

### High School Student Leaders

- ASB executive team and Student Board Members from each of our three high schools
- 6/25/20 and 10/21/20

### Large-group Meetings for Elementary School

- Each elementary school sent: the principal, a rep from FAC (Faculty Advisory Committee), SLT (School Leadership Team), PTA President, SSC (School Site Council); also included a PTA Council rep, an elementary school parent whose child receives special ed services, and a DELAC rep
- Dates: 11/17/20, 11/24/20, and 2/8/21

### Large-group Meetings for Secondary School

- Each secondary school sent: the principal and a rep from each elem. school for FAC (Faculty Advisory Committee), SLT (School Leadership Team), PTA President, SSC (School Site Council); also included a PTA Council rep, a secondary school parent whose child receives special ed services, and a DELAC rep
- Dates: 11/16/20, 11/23/20, and 2/10/21