Steps to Return to Campus
October 15, 2020

Guiting Principles

Equity

Access
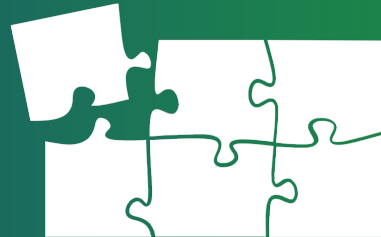
Innovation

Continuity

Compatibility

Efficacy

Framework for Decisions

➡️ **Health in the Community**
- State/County Driven
- Public Health Measures

➡️ **DJUSD/Family Willingness**
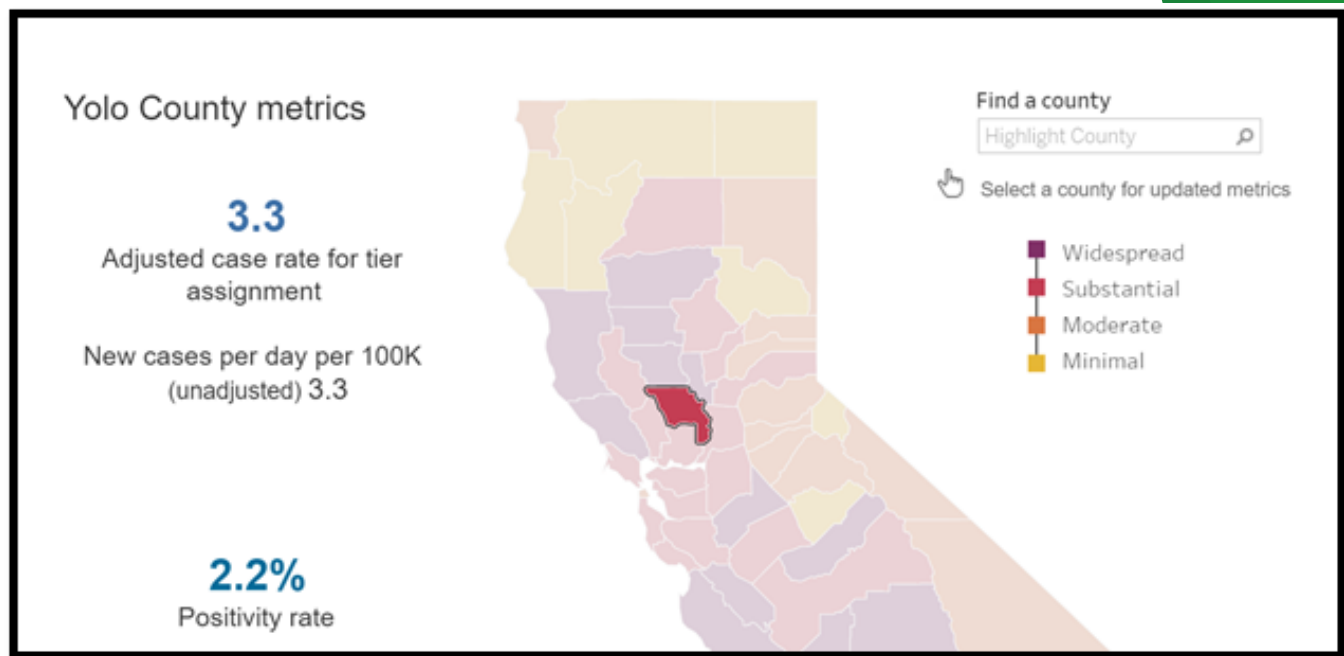- Site Preparedness
- Staff/Family Readiness

➡️ **Prioritize Most Vulnerable Students**
- At Risk
- Unable to Access Distance Learning

Health Indicators
State Tiered Monitoring System as of October 6

Currently in Red Tier

Yolo County metrics

3.3
Adjusted case rate for tier assignment

New cases per day per 100K (unadjusted) 3.3

2.2%
Positivity rate

Find a county
Highlight County

Select a county for updated metrics

- Widespread
- Substantial
- Moderate
- Minimal

Health Indicators
Based on Yolo County Data as of October 11

Total Cases

2,954

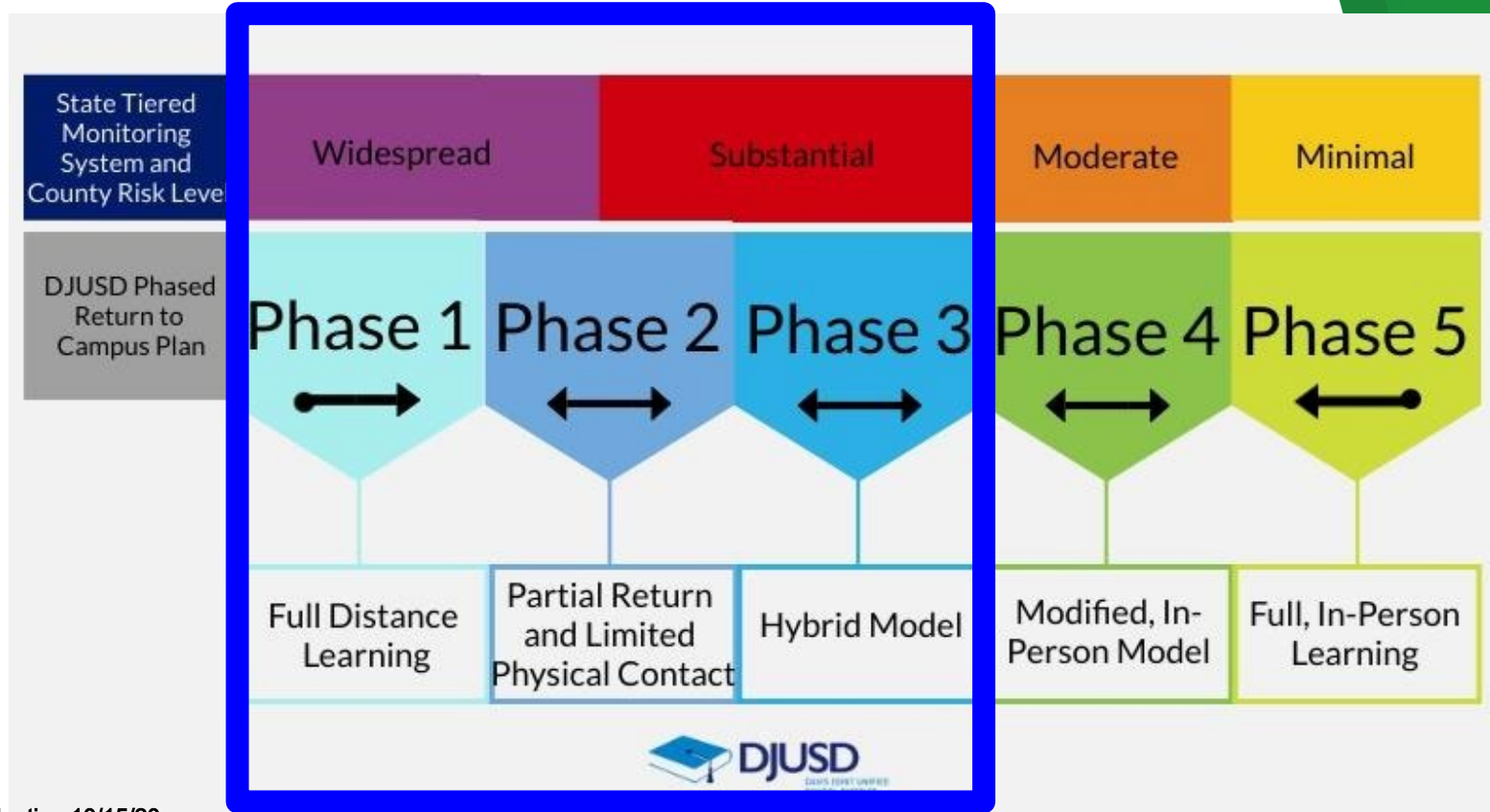15 Reported 10/11

Test Positivity Rate

4.08%

From 9/27- 10/3

Daily Testing Positivity Rate

Access and Equity
Gradual Introduction of Students

Step 1: In -Person Assessments

Began this Week

- Five classrooms at four school sites prepared for staff (V.O. Campus, BLE, Holmes, DSHS)
- Weekly meetings with involved staff
- Health and Safety training

Prioritize

- Initial, Triennial, Change of Service Need
- Starting with most overdue

Staffing

- Approximately 40 staff involved

Step 2: Specialized Services

Starting Soon
- Same four school sites
- Identifying and outfitting spaces
- New MOU with association partners

Prioritize:
- Unable to receive service delivery in home due to age, disability, parent availability to support
- Those receiving multiple services

Staff Involved
- As many as 30 staff providing in -person service

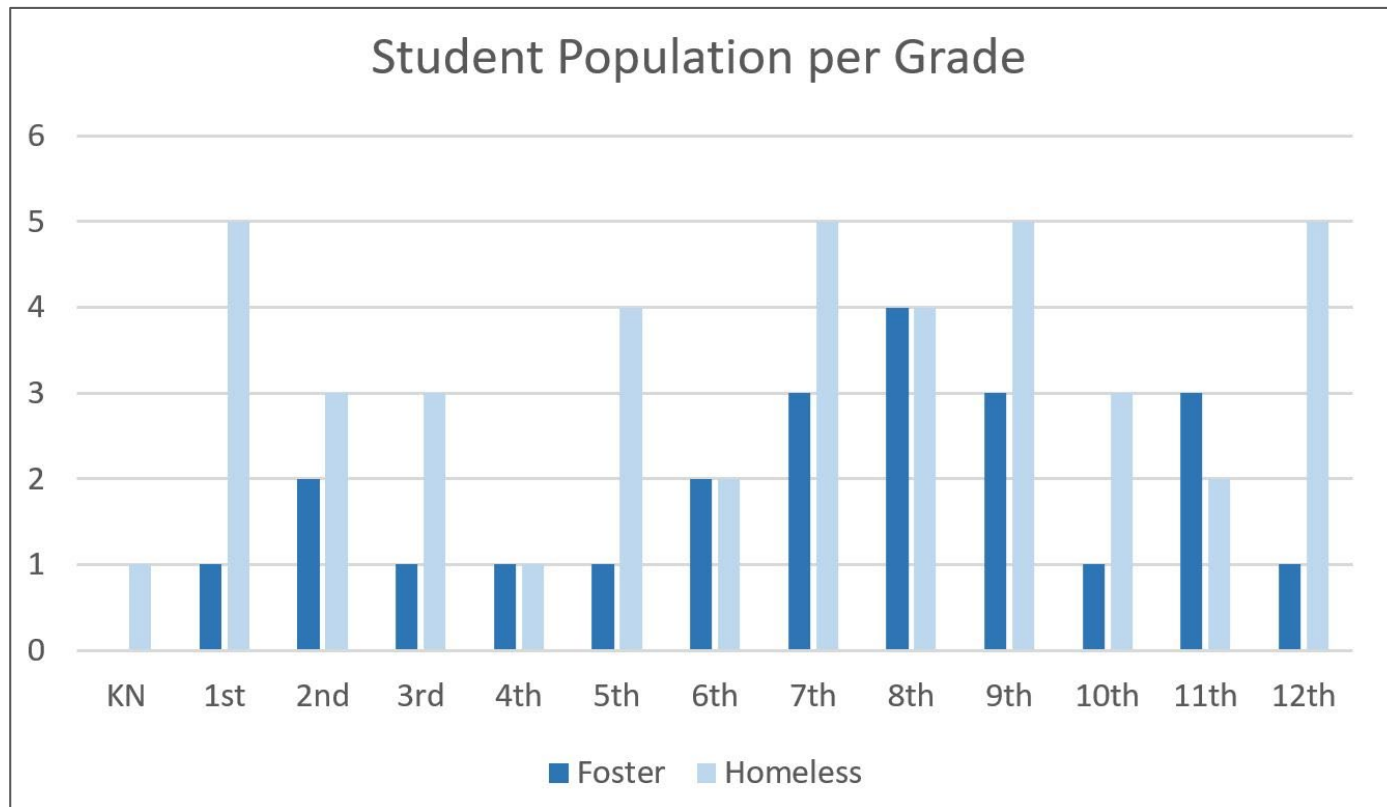# Step 3: Small, Cohort Classes

Start Date in November
- Expand beyond four campuses
- 16 person maximum cohort

Prioritize:
- Metric to determine urgent need
  - IEP/504
  - English Learners
  - Foster Youth and students experiencing housing insecurity
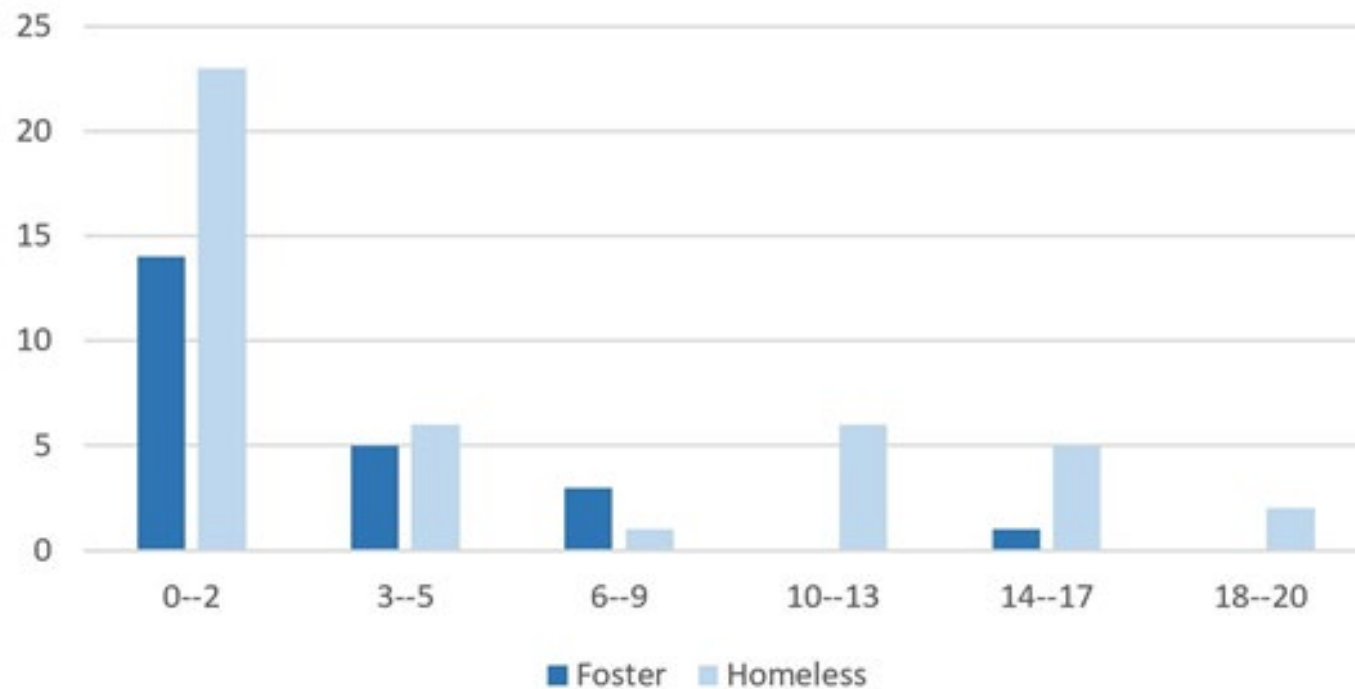 - Academic regression: Failing courses/lack of engagement
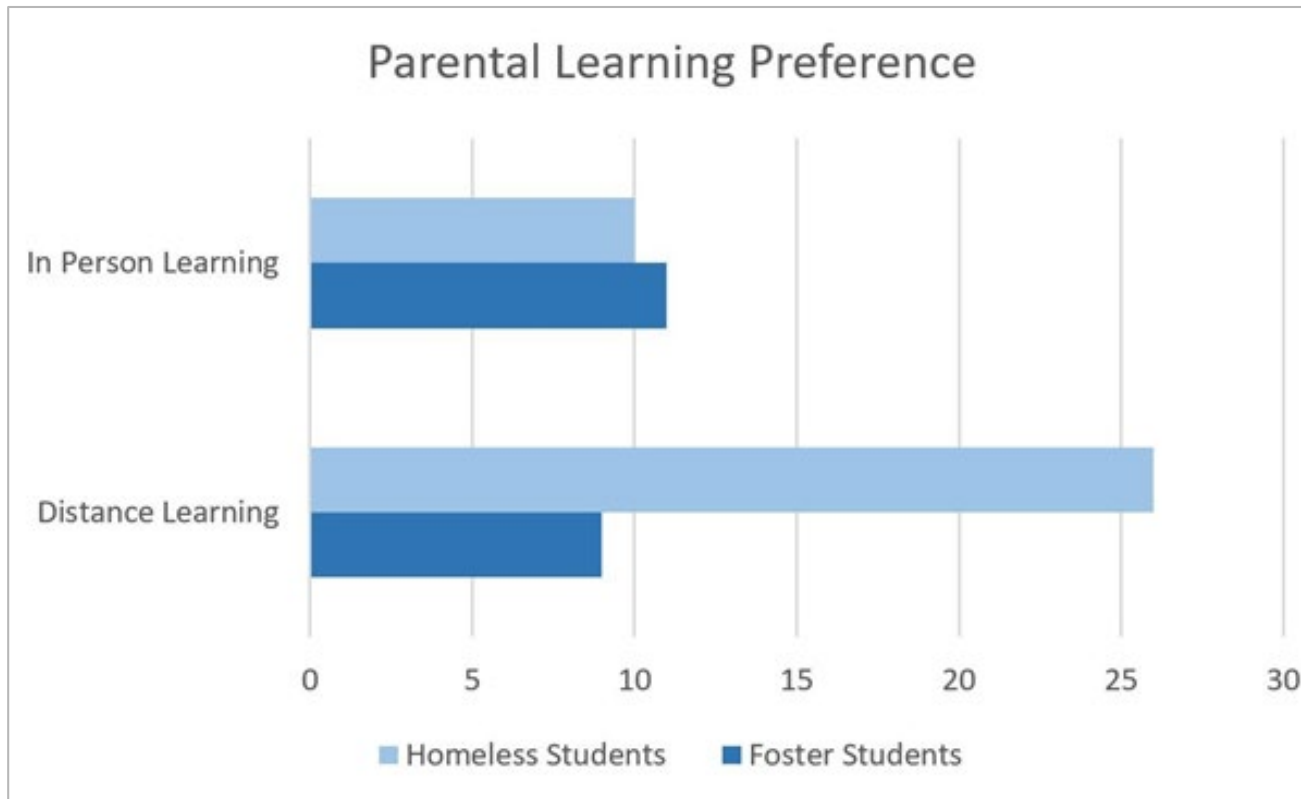
Foster Youth and Homeless

Foster Youth and Homeless

What We are Learning

Parental Learning Preference

A horizontal bar chart comparing Homeless Students and Foster Students across two categories:

- In Person Learning: Homeless Students ≈ 10, Foster Students ≈ 11
- Distance Learning: Homeless Students ≈ 26, Foster Students ≈ 9

English Learners

What is working for English Learners:

- Case Management by EL staff
- Individualized supports
- Small group instruction

What we are learning about our students :

- Challenges in secondary content -area courses
- Multi -age cohort
- Maintain DL courses
- In-person EL interventions
- Tutoring

English Learners

What is working for Migrant Students:

- Individualized supports
- Small group instruction
- Wrap-around services
- Small -Cohorts (daycare) at Migrant Center (K -5)

What we are learning about our students:

- Internet quality issues
- Tutoring Services
- Continuity of education when out of area

How to Create Cohorts

- Provide Stability
  - Remain in DL class with current teacher and peers
- Provide academic scaffolding to manage the rigor of the course
  - Tutors/Paras/EL Specialists
- Afternoon attendance to provide in -person supports
- Heterogeneous groups of students by grade level
- Continue to work closely with staff to develop the specifics of the model

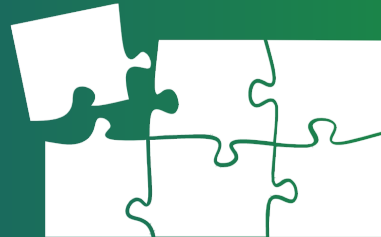# Guiding Principles

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Public Comment and Trustee Questions