



# Steps to Return to Campus

## January 7, 2021

# Guiding Principles

Equity



Access



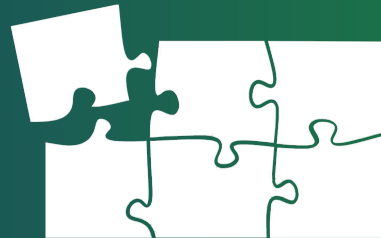
Innovation



Continuity



Compatibility



Efficacy



# Health Indicators

## State Tiered Monitoring System - January 7

Last Week's Tier Level (As of 12/22)	This Week's Tier Level (As of 12/29)
<b>46.1</b> Adjusted Case Rate	<b>43.7</b> Adjusted Case Rate
<b>12.7%</b> Positivity Rate (7-day avg.)	<b>13.2%</b> Positivity Rate (7-day avg.)
<b>15.9%</b> Health Equity Quartile Positivity Rate	<b>17.2%</b> Health Equity Quartile Positivity Rate
Yolo County will remain in the Purple Tier (Widespread) until at least: <b>January 19, 2021*</b>	
* This date may change. Tier assignment will be overruled if the Regional Stay Home Order is issued.	
<b>Regional Stay Home Order Issued:</b>	<b>12/10/20</b> (Earliest release date is 12/31/20. Regional order will remain in effect for at least 3 weeks once issued.)

# Health Indicators

Based on Yolo County Data - January 7

Total Cases

**8,970**

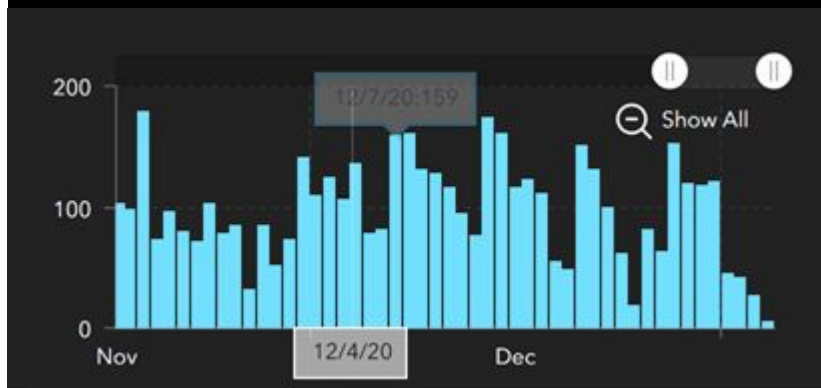
154 Reported 1/7

Test Positivity Rate

**11.9%**

From 12/23-12/29

Cases by Episode Date



# DJUSD Infection Data

## Positive COVID-19 CASES (self-reported)

	Staff	Students
July-August	2	1
September	0	0
October	1	1
November	7	16
December	11	36
January	2	4

### Total Cases

Student Cases

58

Staff Cases

23

### Active Cases

Student Active Cases

10

Staff Active Cases

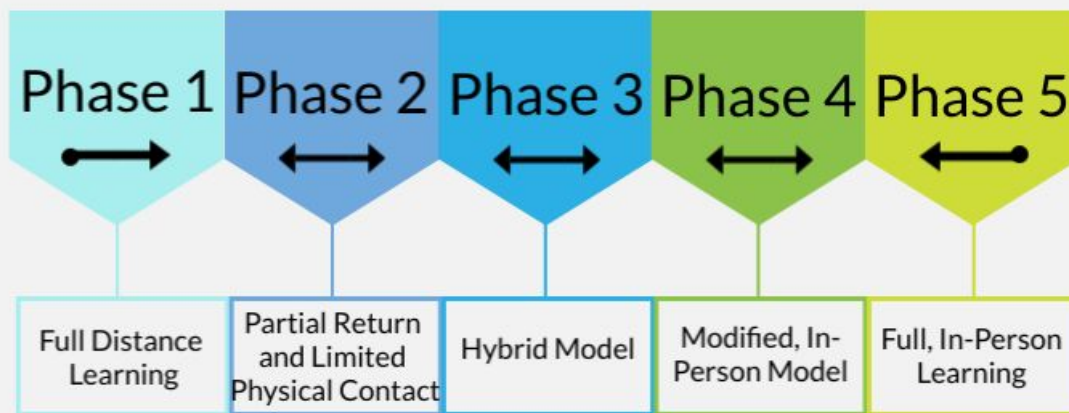
11

Data as of January 4, 2021

# **Yolo County Public Health Officer, Dr. Aimee Sisson**

## **Questions from Trustees and Student Representatives**

# Phased Return to Campus Plan



## Phase 2 - Partial Return for Acute Needs Status

- In-person IEP assessments
  - 67 complete, 118 in process
- Special Education Services
  - Speech, OT, Autism clinic, Music therapy
  - PT (contract agency): no in-person for January
- Small Cohorts
  - 18 cohorts at 15 school sites
  - 130+ students attending







Staff & Family Survey Data



Reopening Criteria and  
Stakeholder Engagement



Reopening Models and  
Stakeholder Engagement



Model Selection



Reopening Actions

# Roadmap to Phase 3

## Variables



Infection Rates



County/State/National  
Policies



Regional School District  
Developments



Staffing and Employee  
Agreements

# Reopening Criteria and Stakeholder Engagement



## Reopening Criteria

- Health and Safety
- Quality of Instruction
- Social Emotional Health and Well-being
- Access (Nutrition, Technology, Child Care)

## Stakeholder Engagement

- Advisories
- Student Input
- Community Feedback
- Association Partners

# Hybrid Model Evaluation Rubric

## Categories:

- Health and Safety
- Efficacy of Instruction
- Social Emotional Learning
- Equity and Access
- Structural Compatibility and Continuity

Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> <li>Schedule limits meaningful student/teacher interactions</li> </ul>	<ul style="list-style-type: none"> <li>Students have daily student/teacher interactions</li> </ul>	<ul style="list-style-type: none"> <li>Time is scheduled to build relationships and student/teacher interactions</li> </ul>

Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> <li>Model limits daily live instruction</li> </ul>	<ul style="list-style-type: none"> <li>Model provides adequate time for daily live instruction</li> </ul>	<ul style="list-style-type: none"> <li>Model provides ample time for daily live instruction and structured check-ins</li> </ul>

Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> <li>Cohorts are large or cannot be maintained throughout the day or week</li> </ul>	<ul style="list-style-type: none"> <li>Student cohort sizes are at appropriate levels</li> </ul>	<ul style="list-style-type: none"> <li>Maintains cohort sizes at appropriate levels</li> </ul>
	<ul style="list-style-type: none"> <li>Cohort transitions are frequent and increase contacts between students and/or staff</li> </ul>	<ul style="list-style-type: none"> <li>Cohort transitions are limited</li> </ul>	<ul style="list-style-type: none"> <li>Cohorts maintain consistent people throughout day</li> </ul>
	<ul style="list-style-type: none"> <li>Social distancing cannot be maintained effectively</li> </ul>	<ul style="list-style-type: none"> <li>Social distancing can be maintained safely</li> </ul>	<ul style="list-style-type: none"> <li>The model enables social distancing and effective use of safety protocols</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule does not leave time for daily cleaning and disinfection</li> </ul>	<ul style="list-style-type: none"> <li>Limited time allotted for daily cleaning and disinfection</li> </ul>	<ul style="list-style-type: none"> <li>Ample time for daily cleaning and disinfection</li> </ul>
	<ul style="list-style-type: none"> <li>Model does not provide for staggered recess/lunch</li> </ul>	<ul style="list-style-type: none"> <li>Model provides limited opportunity for staggered recess/lunch</li> </ul>	<ul style="list-style-type: none"> <li>The model enables staggered recess/lunch</li> </ul>
Rubric Score	1-2	3-4	5-6
Comments: The assessment tool assumes necessary health and safety protocols are in place.			

Rubric

Comments:

Rubric

Comments:

# Reopening Models and Stakeholder Engagement



## Staff Action Team

## Refine Promising Models

## Review/Feedback per Reopening Criteria

- Advisories
- Community
- Students
- Association Partners

# Staff Action Team Collaboration



## Phase 3 Action Team Second Model Drafts

From Wednesday, December 16, 2020

Reference Links:

[December 9 Action Team Slidedeck](#)

[Hybrid Model Rubric](#)

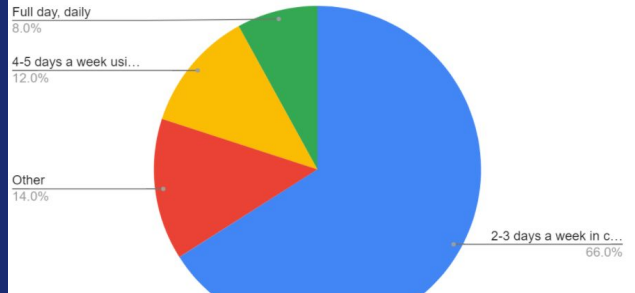
[Hybrid Model Template](#)



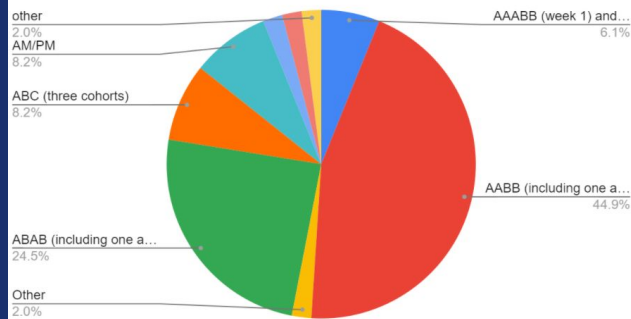
Elementary Draft #2	Group Members
<a href="#">Elementary A Model</a>	Becki Casey, Deena Wayne, Grace Keller, Jennifer Moy, John Campbell, Gabe Stewart, Jill Ferguson, Matthew Tealdi, Renee Neal, Ron Thomas, Deb Garrity
<a href="#">Elementary B Model</a>	Dana Sodergren, Diana Curtaz, Laura Shapiro, Ruthie Bowers, Amelia Hess, Amy Higgins-Boyd, Bob Kehr, Mary Tallyn, Laurie Garibay, Meg Conant
<a href="#">Elementary C Model</a>	Amy Teaford, Nancy Sanchez, Rhonda Brooks, Stephanie Moore-Tealdi, Gay Bourguignon, Kate Snow, Leslii McCutcheon, Mark Pollock, Melody Ewey
<a href="#">Elementary D Model</a>	Cammie Portello, Karen Fingerman, Lauren Bolnik, Rosa Garcia-Ramirez, Veronica Dunn, Courtney Smith, Cristina Gonzalez, Cyndee Nikzad, Lindie Cienfuegos, Mei Yan Lin

# Polling and Affinity Mapping

How frequently should students meet?



If choosing a hybrid cohort model, which pattern do you generally prefer? (we acknowledge there are many variances...)



	A	B	C	D	E	F	G	H	
1	DRAFT	Frequency of in-person	Times	Schedule	Asynchnc Day	Instruction for students not in-person	Distance Learning Support	Intervention	
2	A	2 days per week	AA/DL/BB	8:30-12:35	Wednesday	zoom-in-room or DL academy		Afternoon	
3									
		A	B	C	D	E	F	G	H
	1	DRAFT	Frequency of in-person	Times	Schedule	Asynchnc Day	Instruction for students not in-person	Distance Learning Support	Intervention
	2	A	4 days per week	A: 8:30-10:45 B: 12:30-2:45	AM/PM	Wednesday/ Friday	Asynchronous or independent,		DL Format
	3	B	4 days per week	A:8:30-11:00 B:12:30-3:00	AM/PM	Friday	Asynchronous		Friday
4	C								
5	D								
	4	C	4 days per week	A: 8:30-11:00 B:12:30-3:00	AM/PM	Wednesday	Asynchronous	Distance Learning Academy	Wednesday
	5	D	2 days per week	8:30-2:35	AA/DL/BB	Wed PM	Asynchronous	Wed PM	

# Model Review and Evaluation

- Large Cabinet, January 4, 2021
- Site Administrators, January 5, 2021
- DJUSD Staff Action Team, January 6, 2021
- All Advisory, January 13, 2021
- Labor Partner Meetings (ongoing)



# Model Selection

- Staff Recommendation to Board, January 21, 2021
- Family Selection







## Reopening Actions

# Reopening Actions

- Staff and student assignments
- Site and classroom preparation
- Finalize negotiations
- Communication to community
- Health and safety training
- Instruction and technology supports
- Logistics
- Potential revision(s)

## Variables



Infection Rates



County/State/National Policies



Regional School District Developments

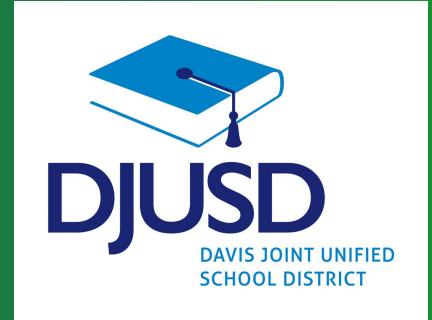


Staffing and Employee Agreements

# Conditions for Reopening

Discussion regarding the conditions required to reopen schools in the model(s), which will be presented to the Board on January 21, 2021

# Other Initiatives



# Bond Updates

## DSA Approvals and Submittals

- Birch Lane MPR approved
- Chávez, North Davis, Willett MPRs submitted
- Da Vinci High School Tech Hub submitted

## Contractor selected

- All MPRs
- DVHS Tech Hub

## Under Construction

- Early Learning Center at Korematsu
- EJHS/DVJHS Science Lab



# Ethnic Studies

## Student Centered, Teacher Guided, Community Supported

- February 2020: Ethnic Studies Task Force Launch
- September 2020: Teacher and Student Meetings
- October 2020: Dr. Christine Sleeter
- December 2020: Ethnic Studies Task Force Reconvenes
- Winter/Spring 2021: Piloting
- Summer/Fall 2021: Recommendation



# Ethnic Studies Professional Development



## December 2020

- 12/10 DJUSD Ethnic Studies Institute

## January 2021

- 1/20 Scholar Series: Introduction
- 1/27 DJUSD Ethnic Studies Institute

## February 2021

- 2/10 Scholar Series: Native American and Indigenous Studies
- 2/25 DJUSD Ethnic Studies Institute

## March 2021

- 3/10 Ethnic Studies Scholar Series: Chicana/o/x and Latina/o/x Studies
- 3/31 DJUSD Ethnic Studies Institute

## April 2021

- 4/7 Scholar Series: African American Studies
- 4/22 DJUSD Ethnic Studies Institute

## May 2021

- 5/12 Scholar Series: Asian American Studies

# History-Social Science Curriculum

Three-Year PD Plan: 2018-2020

Year 1: Framework Orientation

Year 2: Training and Standards Mapping

Year 3: Piloting and Adoption

Junior High and High School Pilot and Adoption Schedule:

Winter 2020-21 - Pilot and Review

Spring 2021 - Board Recommendation

Fall 2021 - Implementation

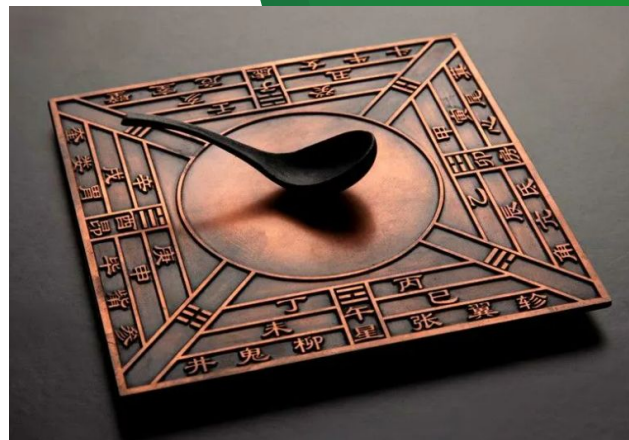
Elementary School Pilot and Adoption Schedule:

Spring 2021 - Curriculum Review

2021-22 - Pilot and Review

Spring 2022 - Board Recommendation

Fall 2022 - Implementation



# i-Ready Diagnostic Assessment


- Formative Assessment Tool (ELA and Mathematics)
- Consistent K-6 Implementation
- Data to inform MTSS
- Personalized asynchronous supplemental curriculum
- Math Learning Games
- Dyslexia Screener
- Learning Loss identification





# Elementary Report Card Revisions

- Transitional Kindergarten through 6th Grade
- Targeted Content Standards
- Vertical Grade Level Alignment
- Compatibility with Distance Learning Instruction
- DJUSD Graduate Profile Alignment



**GRADUATE PROFILE**

CRITICAL THINKING & PROBLEM SOLVING  
ADAPTABILITY & RESILIENCE  
COLLABORATION  
COMMUNICATION  
CREATIVITY & INNOVATION  
CIVIC & CULTURAL AWARENESS

DJUSD

Teacher Comments—Trimester 1

Teacher Comments—Trimester 2

Learner Behaviors Key

O-Observed X-Not Observed

**Graduate Profile Learner Behaviors**

**Civic and Cultural Awareness**

Digital Citizenship: Respects others

**Adaptability**

Demonstrates perseverance

Completes independent work

**Collaboration**

Collaborates with others

Demonstrates empathy; recognizes differences

**Critical Thinking and Problem Solving**

Asks questions and solves problems

**Creativity and Innovation**

Generates new ideas; demonstrates open-mindedness

**Proficiency Standards Key**

4: Thorough Understanding  
3: Adequate Understanding  
2: Partial Understanding  
1: Minimal Understanding  
X: Not Assessed

**Days Enrolled**

T1: T2: T3:

**Days Absent**

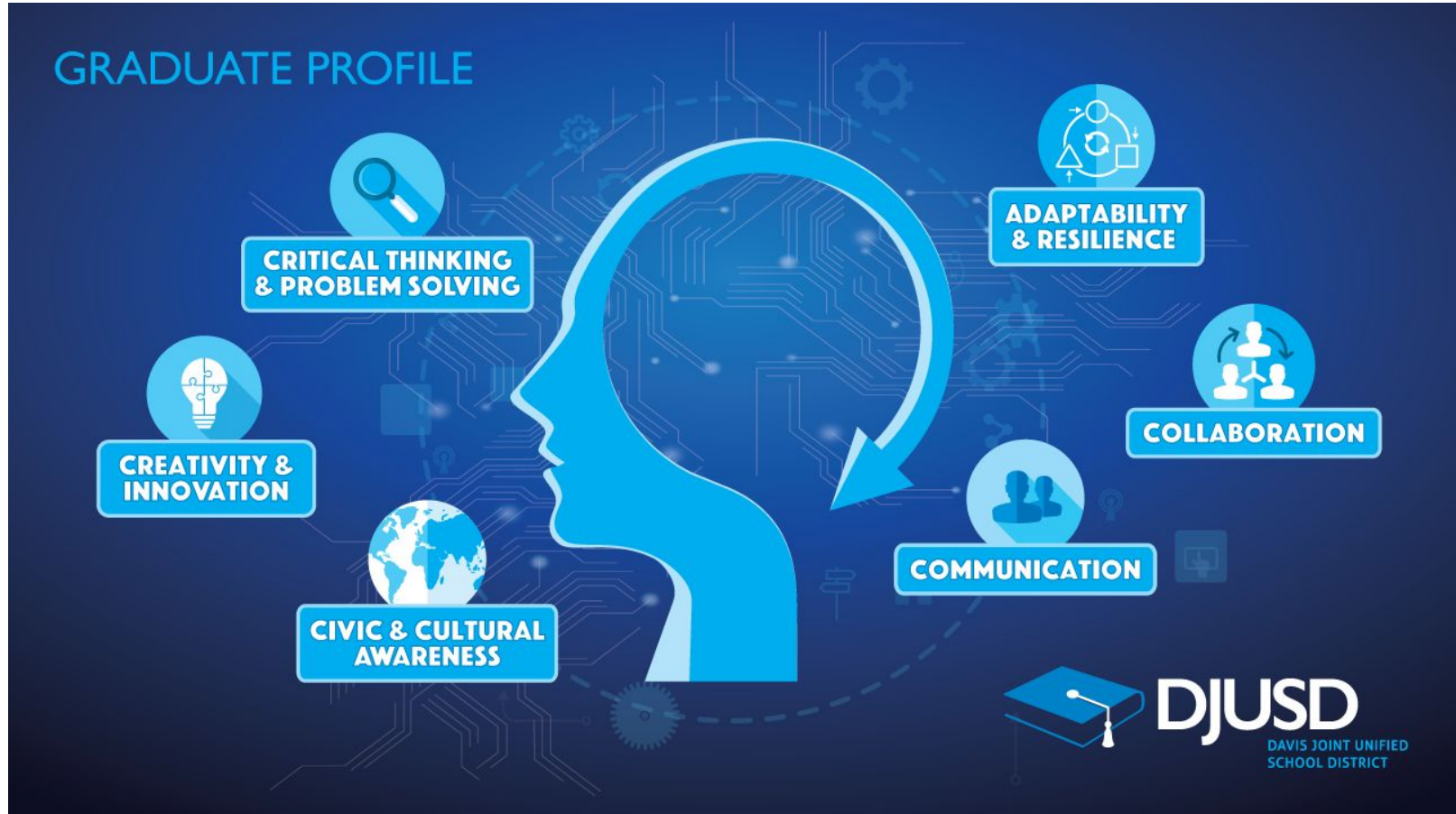
T1: T2: T3:

Davis Joint Unified School District  
Report to Parents – Grade 4

Student Name:	School:	School Year/Term:
Birthdate:	Teacher:	Principal:
		Teacher Signature: _____
		Principal Signature: _____

Subject	T1	T2	T3
<b>Reading – Foundational Skills</b>			
Reads grade-level text accurately and fluently to support comprehension			
<b>Reading – Literature and Information</b>			
Refers to detail and examples in a text when explaining what the text says explicitly, and draws inferences from the text			
Uses information from two texts to write or speak about the subject knowledgeably			
<b>Writing</b>			
Writes to communicate ideas and information effectively: opinion, narrative and informational			
Writes routinely over various time frames for a range of tasks, purposes, and audiences			
Strengthens writing by planning, revising and editing			
<b>Listening and Speaking</b>			
Effectively engages in discussions within a group			
Presents information with appropriate facts and relevant descriptive details			
<b>Language—Conventions of Standard English</b>			
Acquires and uses grade appropriate vocabulary			
<b>Social Studies</b>			
Demonstrates an understanding of content and concepts			
<b>Mathematics</b>			
<b>Operations and Algebraic Thinking</b>			
Understand factors and multiples			
Knows multiplication and division facts fluently			
<b>Number and Operations in Base 10</b>			
Understands multi-digit place value to 1,000,000			
Performs addition/subtraction with multi-digit numbers			
<b>Number and Operations—Fractions</b>			
Demonstrates an understanding of fraction equivalents			
Adds and subtracts fractions with like denominators			
Demonstrates an understanding of the relationship between fractions and decimals			
<b>Measurement and Data</b>			
Solves problems involving measurement			
Converts units of measure			
<b>Geometry</b>			
Draws and identifies lines and angles			
Classifies shapes based on lines and angles			
<b>Science</b>			
Demonstrates an understanding of content and concepts			
Applies science practices in problem-solving to develop and justify explanations			
Exhibits scientific citizenship			

# Graduate Profile



## Comments and Questions

