



DJUSD Fall Reopening Plan

July 23, 2020

Guiding Principles

Equity



Access



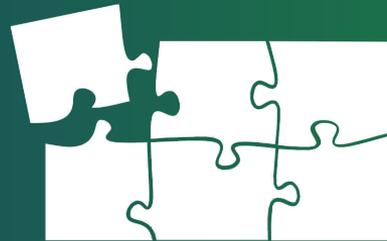
Innovation



Continuity



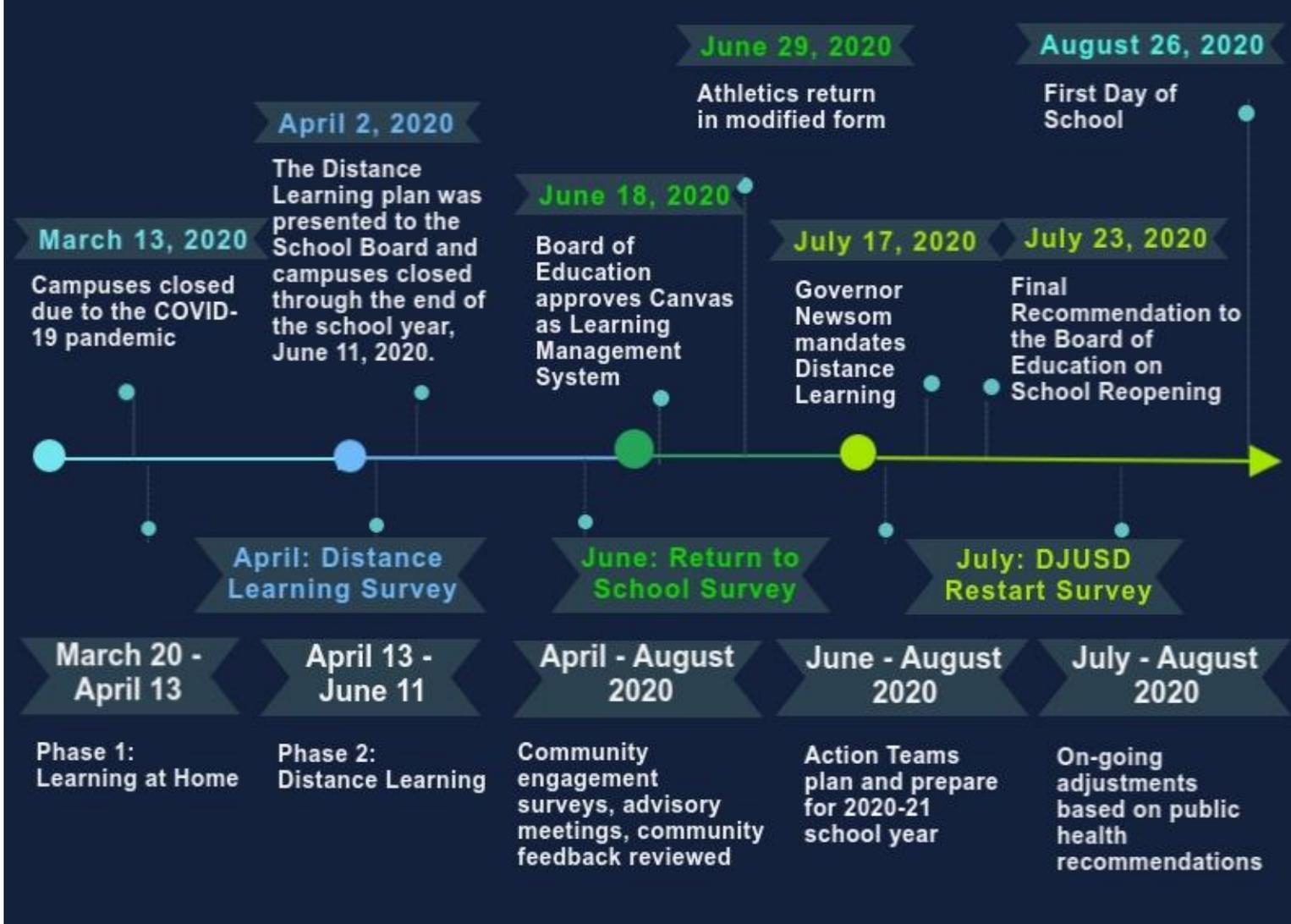
Compatibility



Efficacy



COVID-19/ Fall 2020 Timeline

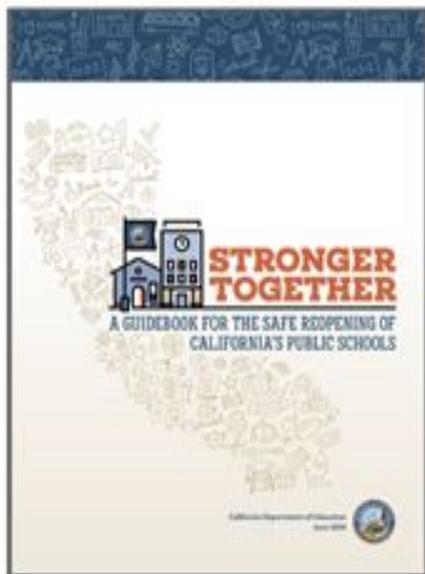




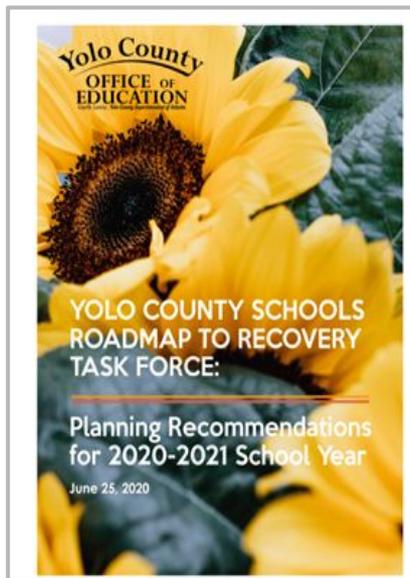
Research and Engagement

Information Collection

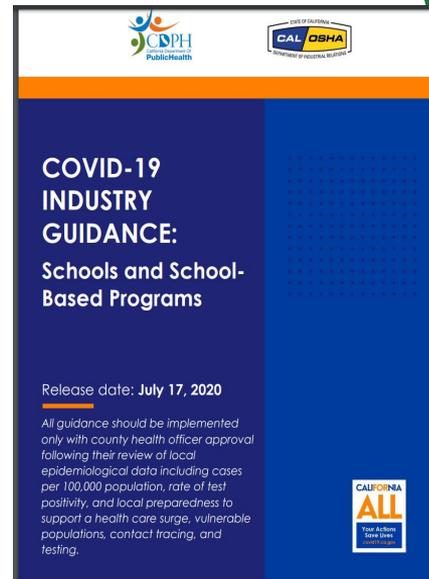
Guiding Documents



[CA Department of Education \(CDE\)](#)



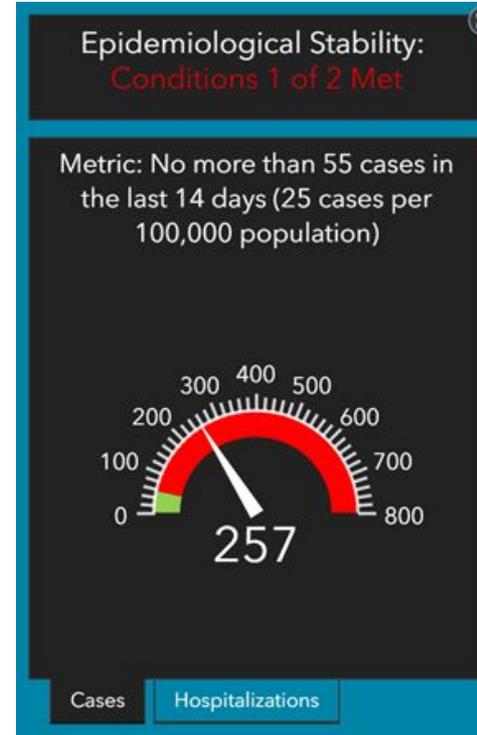
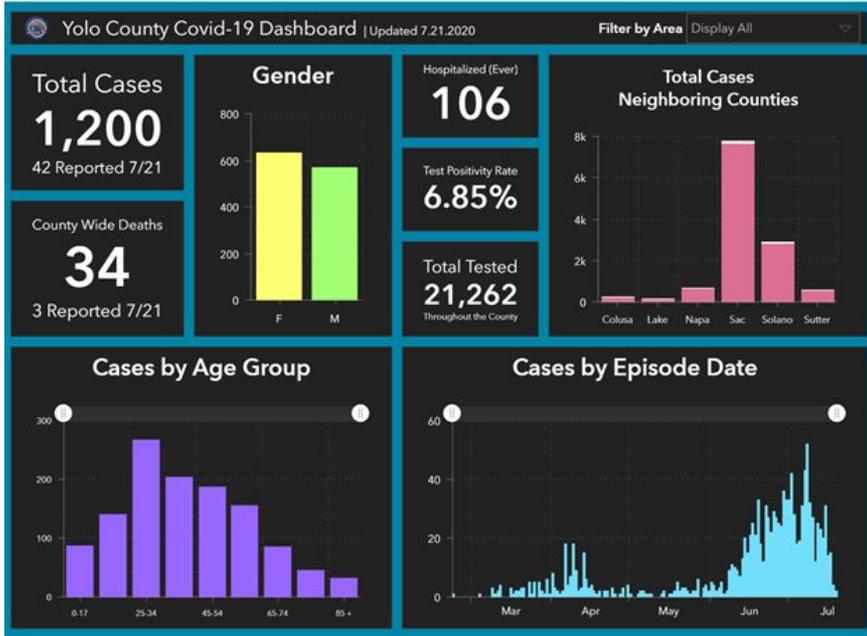
[Yolo County Schools Task Force](#)



[UPDATED: CA Department of Public Health \(CDPH\)](#)

Health Indicators

Based on Yolo County Data



DJUSD Restart Survey Results

Three key points:

1. >55% of 645 **Staff** preferred a complete virtual opening for school
2. **Family** respondents split three ways:
 - ▶ 39% preferring hybrid,
 - ▶ 27% preferring full-in person,
 - ▶ 26% full virtual
3. Health and safety and quality of academic and social-emotional well-being were primary considerations for all, with childcare, work schedule or other service needs considered less often



Community Engagement

- **Superintendent Advisory** - 76 participants
- **Distance Learning Survey (April)**
 - Student -1,670, Staff - 333, Family - 2,903
- **Return to School Survey (June)**
 - Staff- 439 staff (309 Certificated, 130 Classified)
 - Family - 3,338 parents (5,111 students)
- **Seven Action Teams** - 200+ staff
- **DJUSD Restart Survey (July)**
 - Staff - 645 staff
 - Family - 6,143 parents
- **Emails** (over 550)

Action Teams

Canvas	Structures and Instruction	Social Emotional & Wellness	Instructional Supports Equity and Access	Student Engagement Feedback & Assessment	Health and Safety
<p> Marci Bernard Grant Ermis Beau Runyan Charlene Schmid Bruce Cummings Maureen Duffy Johana Scott Ellen Shields Kandice Golightly Rosa Garcia-Ramirez James Shimek Lori McKee Arielle Deem </p>	<p> Tyler Millsap Jean Kennedy Diana Curtaz Annie Nelson Adrienne Simon-Carlson Carol Sorensen Clyde Quick III Cristina Buss Kelly McInturf Kristin Swanstrom Marla Bowen Spencer Elliott Tovah Skiles Mark Pollock Amanda Rayls Kris Inouye Krsti Thiem Lindie Cienfuegos Katie Schneider Renee Neal Lurie Garibay Erin Espinoza Edith Suarez Gay Bourguignon </p>	<p> Cara Messmore Jenn Mullin Rhonda Brooks Cheri Burau Mike Dufresne Melody Law-Ewey Sarah Foley Mary Gillis Alison Kimmel Sonam Singh Kate Snow Gabrielle Tabor Angie Velasquez </p>	<p> Patrick McGrew Ricardo Perez Jen Galas Riley Chessman M. Saskia Mills Katie Herrick-Jasper Jennifer Lausier April Seto Lauren Hollister Blair Howard Ana Duffey Carol Stewart Suzanne Curlis September Larson Tara Uliasz Lisa Yamasaki Tom McHale Veronica Dunn </p>	<p> Scott Thomsen Sarah Roseen Janell Campbell Kelly Valdepena Janice Brehler Karen Fingerman Amy George Anne Finkelston Ron Thomas Deborah Garrity Ingrid Salim Lizette Mancilla Carey Fitzpatrick Galles Cammie Portello Niki Reina-Guerra Pernia Hassan Caroline Loomis Liz Shoemaker Timothy Lee Nick Gallaudet Gretchen McMeekin Julie Crawford Jennifer Wolfe Wesley Ruff Kellie Sequeira </p>	<p> Laura Juanitas Alex Hess Amy Stacy Annette De Bow Catherine Harrington Jazmin Aide Rojo Laura Bork Lori Webster Natalie Johnson Tara Stapleton Yves Bouyssounouse </p>

SB 98: Distance Learning Requirements

- Confirm and provide technology and access for all students
- Content aligned to standards, and quality and intellectual challenge equivalent to in-person instruction
- Supports for students performing below grade level, English Learners, Students With Disabilities, Foster Youth, and Homeless Youth
- Accommodations to ensure Individualized Education Plans can be executed
- Continue English Learner proficiency assessments and reclassification
- Daily live interactions with teachers and classmates

Learning Continuity and Attendance Plan

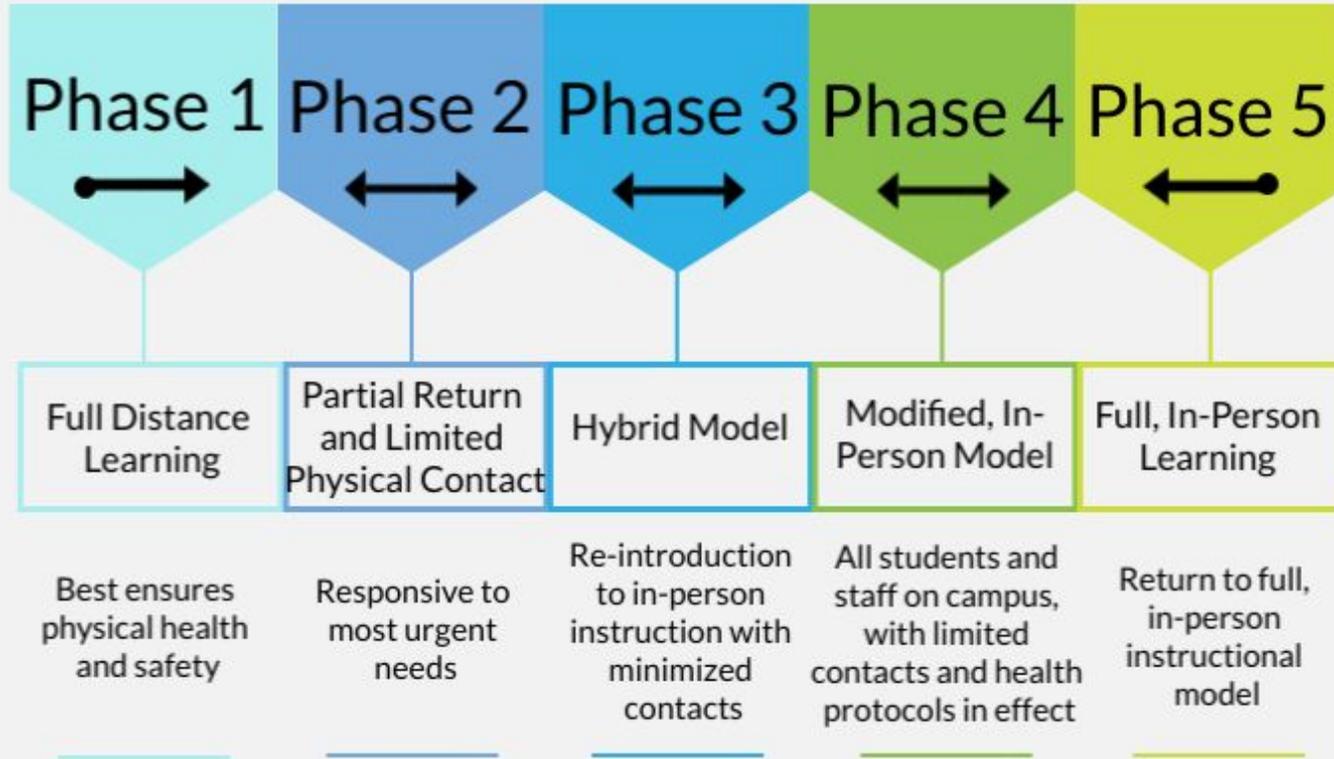
Overview of how DJUSD will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community.

- Stakeholder Engagement
- Instructional Offerings
- Pupil Learning Loss
- Mental Health and Social and Emotional Well-Being
- Pupil Engagement
- School Nutrition
- Increased or Improved Services

Governor's Order July 17 based on CDPH Guidance

- Must be off County Monitoring list for 14 consecutive days
- Must have ongoing COVID-19 testing of staff
- New face covering guidelines:
 - Preschool - Grade 2: Strongly encouraged
 - Grades 3-12: Mandatory unless exempt
- Reclosing of schools or the District could occur
 - School: Multiple cohorts are quarantined or 5% of students/staff within a school test positive within a 14-day period
 - District: 25% or more of schools have been closed within a 14-day period

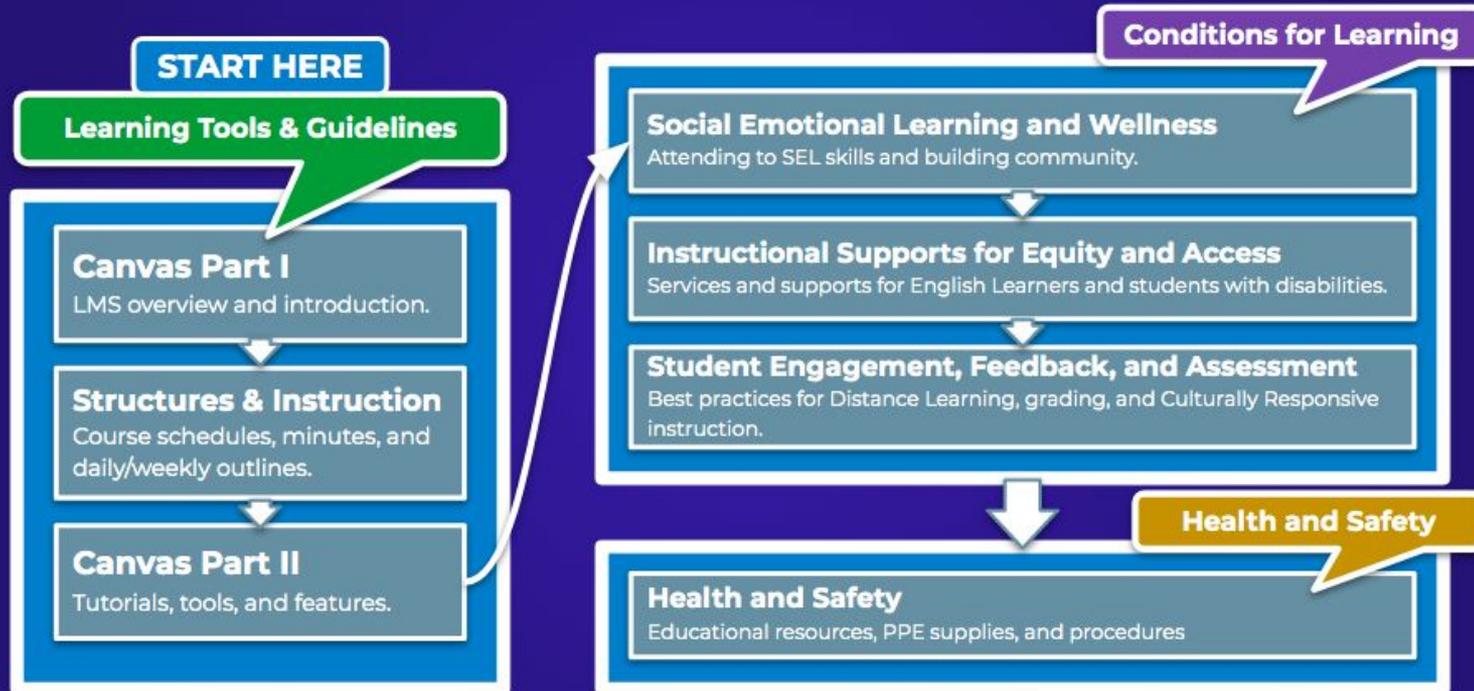
Phased Return to Campus Plan





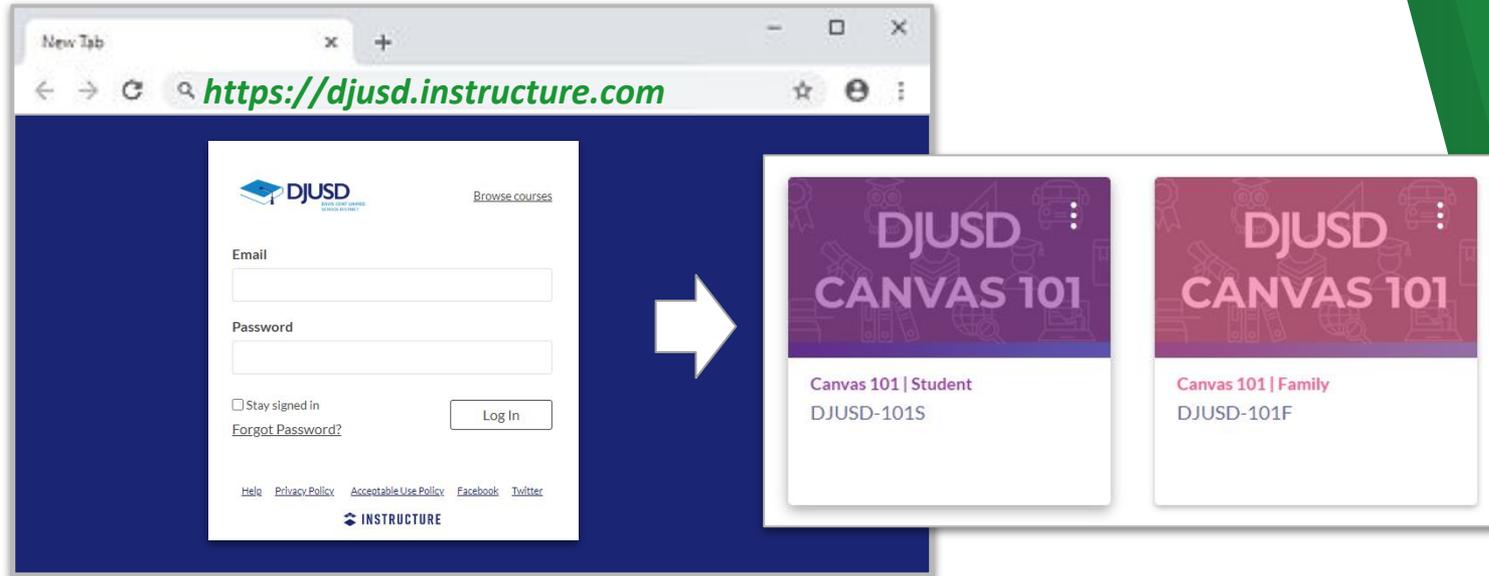
Action Team Updates

Professional Development Plan



Action Team - Canvas Learning Management System

- Introduction
- Team Demographics
- Stakeholder Engagement & Support

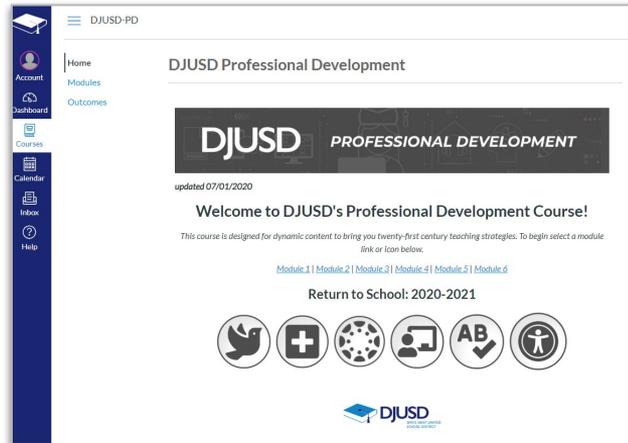


The image shows a browser window displaying the DJUSD Instructure Canvas LMS login page. The browser address bar shows the URL <https://djUSD.instructure.com>. The login form includes fields for Email and Password, a checkbox for "Stay signed in", and a "Log In" button. Below the form are links for "Forgot Password?", "Help", "Privacy Policy", "Acceptable Use Policy", "Facebook", and "Twitter". The Instructure logo is visible at the bottom of the page.

Two course selection cards are shown to the right of the login form, separated by a white arrow pointing from the login form to the cards. The first card is titled "DJUSD CANVAS 101" and is labeled "Canvas 101 | Student" with ID "DJUSD-101S". The second card is also titled "DJUSD CANVAS 101" and is labeled "Canvas 101 | Family" with ID "DJUSD-101F".

Action Team - Canvas Learning Management System

- Contextualized Training
- Enhanced Teaching and Learning
- Accountability
- Outcomes



DJUSD Professional Development

DJUSD PROFESSIONAL DEVELOPMENT

updated 07/01/2020

Welcome to DJUSD's Professional Development Course!

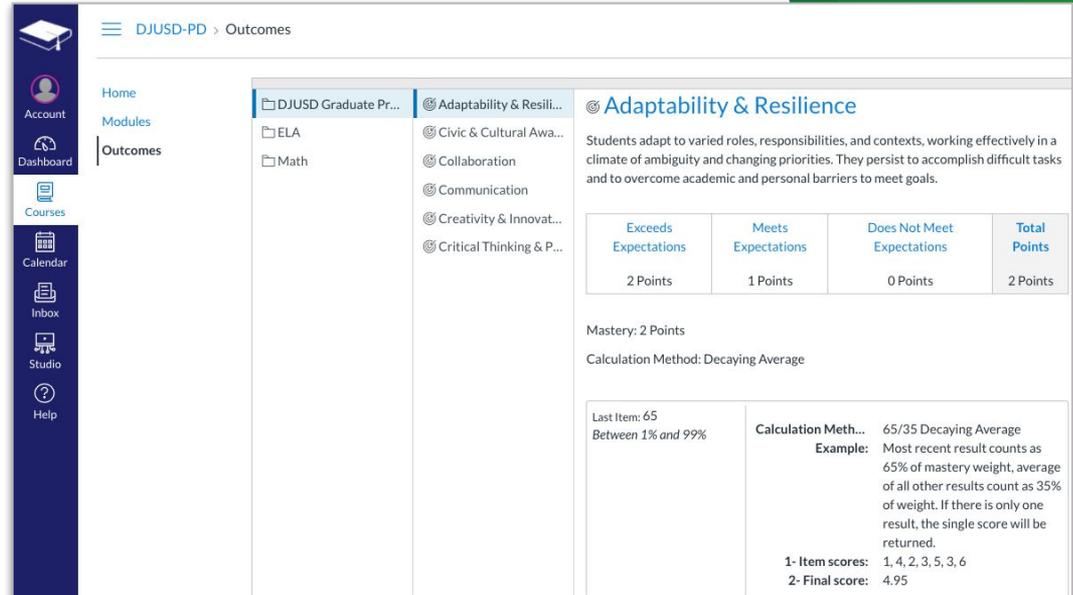
This course is designed for dynamic content to bring you twenty-first century teaching strategies. To begin select a module link or icon below.

[Module 1](#) | [Module 2](#) | [Module 3](#) | [Module 4](#) | [Module 5](#) | [Module 6](#)

Return to School: 2020-2021



DJUSD



DJUSD-Graduate Pr... > Outcomes

Home
Modules
Outcomes

DJUSD Graduate Pr...

- Adaptability & Resili...
- Civic & Cultural Awa...
- Collaboration
- Communication
- Creativity & Innovat...
- Critical Thinking & P...

Adaptability & Resilience

Students adapt to varied roles, responsibilities, and contexts, working effectively in a climate of ambiguity and changing priorities. They persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
2 Points	1 Points	0 Points	2 Points

Mastery: 2 Points
Calculation Method: Decaying Average

Last Item: 65 Between 1% and 99%	Calculation Meth... Example: 65/35 Decaying Average Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned. 1- Item scores: 1, 4, 2, 3, 5, 3, 6 2- Final score: 4.95
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Action Team-

Social and Emotional Wellness

- Classroom Practices

CASEL's 3 SEL Signature Practices

- What does SEL *LOOK* like? How can we start doing SEL right now?
 1. WELCOMING INCLUSION ACTIVITIES, ROUTINES OR RITUALS
 2. ENGAGING STRATEGIES
 3. OPTIMISTIC CLOSURES
- Build in these practices as a regular part of daily lesson planning to create a climate and culture of safety, inclusion and belonging, and to support strong, effective learning environments.

Action Team -

Social and Emotional Wellness

-Professional Development and Support

- Employee Assistance Program (EAP) - mental health services for all DJUSD employees and their families
- Mindful Schools - teams at every site are being trained in mindfulness
- DJUSD staff-led mindfulness practices
- Solidarity and Racial Equity Learning Groups - develop knowledge and practice around racial equity in education
- Book groups - learn culturally responsive pedagogy and put learning into action
- Staff Listening Circles - a space to learn from one another and heal in community

Action Team -

Social and Emotional Wellness

- Mental Health Support for Students



- Social Emotional Support form - launched during Distance learning last spring
- Mental Health Collaborative - District mental health staff exploring best practices and resources for families
- Innovative school counseling - counselor classrooms, social media, SEL curriculum
- Foster and Homeless Youth outreach and advocacy

Action Team - Instructional Supports for Equity and Access

Individualized Supports for English Learners

- Case Management Approach
- English Language Development - Integrated and Designated
- Digital Supports - Imagine Learning
- Tutors - Bridge, Academic Center

Action Team - Instructional Supports for Equity and Access

Trainings for all Staff Supporting English Learners

- Culturally Responsive Teaching
- Collaboration and Alignment
- Integrated and Designated English Language Development

Action Team - Instructional Supports for Equity and Access

Supports for Families of English Learners

- Technology and Interpretation Supports
- Front Doorstep Visits
- Parent Workshops on Distance Learning

Action Team - Instructional Supports for Equity and Access

Special Education

- Scheduled collaboration between general education teachers and support services
- Universal use of Canvas to allow staff to accommodate, modify and support assignments provide by the general education teachers
- Paraeducator staff will be assigned to classrooms, office hours, small group and individual tutoring to assist students with IEP services and other students as practicable
- IEP services (speech, occupational therapy, etc.) will be provided digitally

Action Team - Instructional Supports for Equity and Access

Special Education

- Once elementary and secondary structures are set, support services will be tailored to the instructional model and staffing will be finalized
- Additional support for special education teachers to better manage logistics during virtual learning

Action Team - Student Engagement, Feedback and Assessment

Culturally Responsive Pedagogy

- Relationships, Rigor, Relevance, Cultural Identity
- Teachers and staff create and maintain safe spaces for all learners (hand-in-hand with SEL)

Lesson Design

- Best practices for creating lessons that serve all students
- Universal Design for Learning (UDL) elements will make lessons accessible to all
- Creating real-world, exciting online learning experiences

Action Team - Student Engagement, Feedback and Assessment

Feedback and Assessment

- Emphasis on formative feedback (meeting students where they are)
- Improving assessments *for* learning

Engaging Video Conferencing

- Expectations and protocols to allow for better teacher-to- student and student-to-student interactions
- Break-out Rooms to allow for better support and collaboration

Action Team - Health and Safety

Five Focus Areas:

- Promote healthy hygiene practices
- Intensify cleaning, disinfection and ventilation
- Implementing distancing inside and outside the classroom
- Check for signs and symptoms of illness
- Plan for when students or staff becomes ill

Action Team - Health and Safety

Prevent Discrimination:

- Health information is confidential
- Education materials provided in multiple languages
- Students will not be penalized for missing school
- Employees who are directed to self-quarantine will receive additional days of sick leave

Action Team - Health and Safety

Education and Training for Staff/Students:

- Educational materials and signage
- Cleaning protocols specific to classrooms, front offices, libraries, and lunch areas
- Social distancing and limit sharing
- Home self-screening for illness and temperature checks when students/staff arrive at school
- Illness screening on campus and protocols for quarantine



Structures and Schedules

Structural Considerations

1. Ability to Manage Courses
 - Organization and predictability
2. Quality of Learning
 - Depth vs. breadth
3. Health and Safety
 - Preparing for In-Person
4. Equity and Social Emotional Wellbeing
 - Building relationships and community

Elements of the DAILY Elementary Master Schedule

Elements	Activities
SOCIAL EMOTIONAL LEARNING (SEL)	<ul style="list-style-type: none"> <input type="checkbox"/> Class Meeting <input type="checkbox"/> SEL Activity/Incorporating PBIS into class culture <input type="checkbox"/> Set up Learning for the Day <i>*Live DAILY on WebEx with WHOLE class*</i>
<p style="text-align: center;">INSTRUCTION</p> <p>Ed Code 43500: Daily Instructional Minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> TK/K: 180 minutes* <input type="checkbox"/> 1st-3rd: 230 minutes* <input type="checkbox"/> 4th-6th: 240 minutes* <p><i>*minimum minutes per day</i></p> <p>Lesson plans must indicate the minimum minutes of learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Live- whole class/half class <input type="checkbox"/> Pre-Recorded <input type="checkbox"/> Core Subjects must be covered DAILY <ul style="list-style-type: none"> <input type="checkbox"/> Science (4th-6th): Science Teachers <input type="checkbox"/> Library <ul style="list-style-type: none"> <input type="checkbox"/> TK-3rd (1 day/week) Read aloud with Library Technician <input type="checkbox"/> 4th-6th (1 day/week) Lesson with Librarian <input type="checkbox"/> SEL: 1 Lesson/Week (counselor) with independent assignment (pre-recorded) <input type="checkbox"/> Small Group Instruction/1:1 instruction (live) <input type="checkbox"/> Independent work <ul style="list-style-type: none"> <input type="checkbox"/> Assignments that support DI <input type="checkbox"/> Assessments <input type="checkbox"/> Physical Education Minutes (20 min/day for 100 min/week)
SPECIAL SUBJECTS BLOCK	<ul style="list-style-type: none"> <input type="checkbox"/> ELD: 30 min/day <input type="checkbox"/> Special Education (specific to individual IEP minutes) <input type="checkbox"/> Reading Intervention (individual or group) <input type="checkbox"/> Band/Orchestra (4th-6th grade): 1 day/week <input type="checkbox"/> SEL w/counselor (lunch bunch, social skills groups, etc.) <p style="text-align: center;"><i>120-180 min of uninterrupted time</i></p>
NON-STUDENT TIME	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Prep/Grade Level Collaboration <input type="checkbox"/> IEP/504/SST Meetings <input type="checkbox"/> Office Hours (drop-in) <ul style="list-style-type: none"> <input type="checkbox"/> Students for support <input type="checkbox"/> Parents (if needed) 1x-4x a month <input type="checkbox"/> Staff Meetings (Wednesdays) <p style="text-align: center;"><i>coincides with Special Subjects Block</i></p>

Action Team - Structures and Instruction - Elementary

ELA would have MORE than one lesson per day: Foundational Skills (TK-2nd), Reading, Writing (Science/SS can be incorporated into ELA)

Core Subjects: ELA, math, science/social studies

Electives (art, etc.) Optional, BUT highly recommended/encouraged

Action Team - Structures & Instruction - Elementary

Minimum Live Minutes

Classroom Teacher Live Instruction:

- TK/K: 300 minutes/week
- 1st-3rd: 400 min/week
- 4th-6th: 450 minutes/week

Students will participate in Live Instruction:

- TK/K: 30-45 minutes/day
- 1st-3rd: 40-50 minutes/day
- 4th-6th: 50-60 minutes/day

Attendance and Engagement

- Attendance taken daily for student participation (Q & Canvas)
 - Day 1 of unverified absence: robocall goes out
 - Day 2 of unverified absence: call/text/email home by teacher

Textbooks/Materials

- Textbooks/Materials passed out at beginning of the year
- PDF packets still an option (same as Spring 2020)
- Library book/Guided Reading/Books in a Bag Checkout System

Weekly/Daily Schedule

- Schedule posted on Canvas for each week

Action Team - Structures & Instruction Secondary

Key Considerations for Secondary Team

- Number of periods per day
- Number of days between class meetings
- Number of students visiting a classroom (each day and over consecutive days), when in-person classes begin
- Adequate time for staff collaboration
- Access to Special Education resources
- Number of class meetings per grading period

Action Team - Structures & Instruction - Secondary

Elements of Daily Secondary Master Schedule (Teacher)	
<p>SOCIAL EMOTIONAL LEARNING (SEL)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Daily “Live” Instruction on WebEx with Whole Class (three times daily) <input type="checkbox"/> Three Signature Practices during each class session <input type="checkbox"/> Advisory and Community Building Time
<p>INSTRUCTION</p> <p>Daily Instructional Minutes 7-12: 240 Minutes</p> <p>Lesson Plans must indicate number of minutes of learning (direct instruction, activity, and assignment time)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Live whole class DAILY <input type="checkbox"/> Pre recorded <input type="checkbox"/> Video, Simulated Lab, Collaboration Time <input type="checkbox"/> Independent Work <ul style="list-style-type: none"> <input type="checkbox"/> Assignments that support Direct Instruction <input type="checkbox"/> Assessments
<p>Daily Designated Blocks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Special Education and Intervention and time <input type="checkbox"/> Student Work Time <input type="checkbox"/> Small Group Time
<p>Non Student Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Collaboration Time <input type="checkbox"/> Staff Meetings <input type="checkbox"/> IEP/504/SST Meeting Time

Action Team - Structures & Instruction - Secondary

Minimum Live Minutes

Classroom Teacher Instruction:

- 7th-12th grade: 240 Minutes per day
- Lesson plans must indicate the minimum minutes of learning (live and independent)

Students will participate in Live Instruction:

- Live minutes daily: Half the length of the class period in live format (minutes will depend upon secondary schedule chosen)
- Synchronous instruction will be recorded

Attendance and Engagement

- Attendance taken daily for student participation (Q & Canvas)
 - Day 1 of unverified absence: robocall goes out
 - Day 2 of unverified absence: call/text/email home by teacher

Social Emotional Learning

- Daily students will meet as a WHOLE class with Teacher
- Use of the SEL three signature practices

Textbooks/Materials

- Textbooks/Materials passed out at beginning of the year
- PDF packets still an option (same as Spring 2020)

Weekly/Daily Schedule

- Schedule posted on Canvas for each week and posted the week prior.
- All grades will be update weekly.

Homework

- Teachers will follow the DJUSD Homework Policy and homework is that which will occur outside of the “school day”.

2019-2020 Junior High Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:30-9:18	Period 1 8:30-9:18	Period 1 9:40-10:20	Period 1 8:30-9:18	Period 1 8:30-9:18
Period 2 9:23-10:15	Period 2 9:23-10:15	Period 2 10:25-11:08	Period 2 9:23-10:15	Period 2 9:23-10:15
Period 3 10:20-11:08	Period 3 10:20-11:08	Period 3 11:13-11:53	Period 3 10:20-11:08	Period 3 10:20-11:08
Period 4 11:13-12:01	Period 4 11:13-12:01	Period 4 11:58-12:38	Period 4 11:13-12:01	Period 4 11:13-12:01
Lunch 12:01-12:36	Lunch 12:01-12:36	Lunch 12:38-1:13	Lunch 12:01-12:36	Lunch 12:01-12:36
Period 5 12:41-1:39	Period 5 12:41-1:39	Period 5 1:18-1:57	Period 5 12:41-1:39	Period 5 12:41-1:39
Period 6 1:44-2:32	Period 6 1:44-2:32	Period 6 2:02-2:41	Period 6 1:44-2:32	Period 6 1:44-2:32
Period 7 2:37-3:25	Period 7 2:37-3:25	Period 7 2:46-3:25	Period 7 2:46-3:25	Period 7 2:37-3:25

Secondary

2019-2020 DSHS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:15 - 9:05	Period 1 8:15 - 9:05	Staff Collaboration 8:00 - 8:45	Period 1 8:15 - 9:47	Period 1 8:15 - 9:05
Period 2 9:11 - 10:01	Period 2 9:11 - 10:01	Period 2 8:53 - 10:25	Break 9:47 - 9:52	Period 2 9:11 - 10:01
Break 10:01 - 10:06	Break 10:01 - 10:06	Break 10:25 - 10:30		Break 10:01 - 10:06
Period 3 10:11 - 11:01	Period 3 10:11 - 11:01	Period 4 10:35 - 12:10		Period 3 10:11 - 11:01
Period 4 11:07 - 12:00	Period 4 11:07 - 12:00			Period 4 11:07 - 12:00
Lunch 12:00 - 12:42	Lunch 12:00 - 12:42	Lunch 12:10 - 12:52	Lunch 11:32 - 12:14	Lunch 12:00 - 12:42
Period 5 12:48 - 1:38	Period 5 12:48 - 1:38		Period 5 12:20 - 1:52	Period 5 12:48 - 1:38
Period 6 1:44 - 2:34	Period 6 1:44 - 2:34	Period 6 12:58 - 2:30	Period 7 1:58 - 3:30	Period 6 1:44 - 2:34
Period 7 2:40 - 3:30	Period 7 2:40 - 3:30			Period 7 2:40 - 3:30

Secondary

Schedule Option 1 - Rolling Seven Period Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:45	Period 1	Period 4	Period 7	Period 2	Period 5
9:45 - 9:55	Break				
9:55 - 10:55	Period 2	Period 5	Period 1	Period 3	Period 6
10:55 - 11:05	Break				
11:05 - 12:05	Period 3	Period 6	Individual Work Time	Period 4	Period 7
12:05 - 12:45	Lunch				
12:45 - 1:30	Small Group Instruction/Student Work Time Period 1	Small Group Instruction/Student Work Time Period 3	Teacher Collaboration Staff Meeting	Small Group Instruction/Student Work Time Period 5	Advisory Community Building SEL
1:30 - 2:30	Student Work Time/Small Group Intervention/SPED Support Services			Student Work Time/Small Group Intervention/SPED Support Services	
2:30 - 3:15	Small Group Instruction/Student Work Time Period 2	Small Group Instruction/Student Work Time Period 4		Small Group Instruction/Student Work Time Period 6	Small Group Instruction/Student Work Time Period 7

Secondary

Schedule Option 2 - Q 1/3 & Q 2/4 Quarter Block Schedule

Block Schedule Q1 & Q3

Secondary

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:45	Period 2	Period 2	Period 2	Period 2	Period 2
9:45 - 9:55	Break				
9:55 - 10:55	Period 4	Period 4	Period 4	Period 4	Period 4
10:55 - 11:05	Break				
11:05 - 12:05	Period 6	Period 6	Period 6	Period 6	Period 6
12:05 - 12:45	Lunch				
12:45 - 1:30	Small Group Instruction/Student Work Time Period 2	Small Group Instruction/Student Work Time Period 4	Teacher Collaboration Staff Meeting	Small Group Instruction/Student Work Time Period 6	Advisory Community Building SEL
1:30 - 2:30	Student Work Time/Small Group Intervention/SPED Support Services			Student Work Time/Small Group Intervention/SPED Support Services	
2:30 - 3:15	Individual student work time	Individual student work time		Individual student work time	Individual student work time

Schedule Option 2 - Q1/3 & Q 2/4 Quarter Block Schedule

Block Schedule Q1 & Q3/ **Q2 & Q4**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:45	Period 1	Period 1	Period 1	Period 1	Period 1
9:45 - 9:55	Break				
9:55 - 10:55	Period 3	Period 3	Period 3	Period 3	Period 3
10:55 - 11:05	Break				
11:05 - 12:05	Period 5	Period 5	Period 5	Period 5	Period 5
12:05 - 12:45	Lunch				
12:45 - 1:45	Period 7	Period 7	Period 7	Period 7	Period 7
1:45 - 2:30	Student Work Time/Small Group Intervention/SPED Support Services		Teacher Collaboration	Student Work Time/Small Group Intervention/SPED Support Services	
2:30 - 3:15	Small Group Instruction/Student Work Time Period 1	Small Group Instruction/Student Work Time Period 3		Small Group Instruction/Student Work Time Period 5	Small Group Instruction/Student Work Time Period 7

Secondary

Budget and Financial Operations

- LCFF revenue is flat at the 2019-20 funding level
- There will be no average daily attendance (ADA) tracking in the 2020-21 school year
- The District is projected to receive \$5.4 million in one-time funds to support additional educational needs from the impact of the COVID-19 pandemic

Childcare

- Davis Kids Klub and CDC are offering childcare options for families
- Working together to meet the facilities and staffing demands
- Cost will be challenging for some families





**Recommendation /
Next Steps**

How Distance Learning will Look



You will see changes to Distance Learning that include:

- Increased live instruction
- Increased Social and Emotional supports
- Increased supports for students receiving Special Education and English Language services
- Improvements to student engagement
- Improved grading systems and assessment

Recommendation

1. DJUSD schools to open in a 100% Distance Learning model on August 26, with students assigned to virtual classrooms at the school they regularly attend.
2. DJUSD will follow a *Phased Return to Campus Plan*.
3. DJUSD will routinely review conditions in concert with our public health partners to increase or decrease physical in school attendance throughout the year.

Recommended Motion

DJUSD will open the 2020-21 school year with a 100% Distance Learning program with students at their own school and incorporate a phased return to school that is consistent with state and local requirements, guidelines and indicators.

Questions