



School Restart and COVID-19 Response Update September 3, 2020

Guiding Principles

Equity



Access



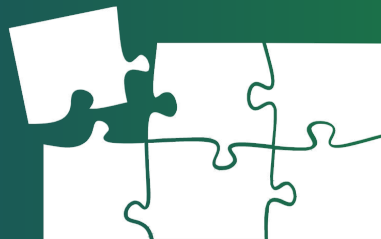
Innovation



Continuity



Compatibility



Efficacy



Health Indicators

Based on Yolo County Data



Epidemiological Stability:

Conditions 0 of 2 Met

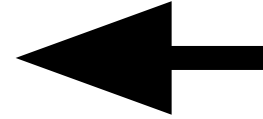
Metric: No more than 55 cases in the last 14 days (25 cases per 100,000 population)



Health Indicators

New State Tiered Monitoring System

County risk level	New cases	positive tests
WIDESPREAD Many non-essential indoor business operations are closed	More than 7 daily new cases (per 100k)	More than 8% positive tests
SUBSTANTIAL Some non-essential indoor business operations are closed	4 - 7 daily new cases (per 100k)	5 - 8% positive tests
MODERATE Some indoor business operations are open with modifications	1 - 3.9 daily new cases (per 100k)	2 - 4.9% positive tests
MINIMAL Most indoor business operations are open with modifications	Less than 1 daily new cases (per 100k)	Less than 2% positive tests



Yolo County
currently in
Purple

Pupil Participation and Progress

As part of SB98, Teachers will track both **Attendance** and **Engagement** during each day of Distance Learning

- Attendance: **IF THEY PARTICIPATED**
 - Can be a combination of in-class and work submission
- Engagement: **HOW THEY PARTICIPATED**
 - Can include live class meeting, work submitted, or other support/engagement

Meal Service

GREAT NEWS!

On August 31st,
U.S. Department of
Agriculture extended
free meals waivers through December 31, 2020

- Same access to meals as over the summer
- No cost meal service for all students

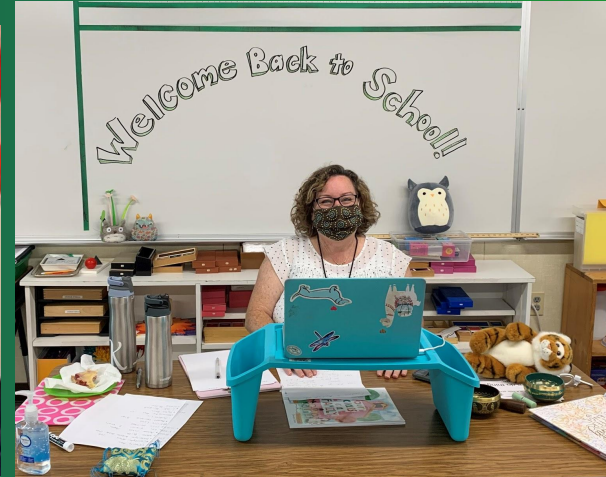
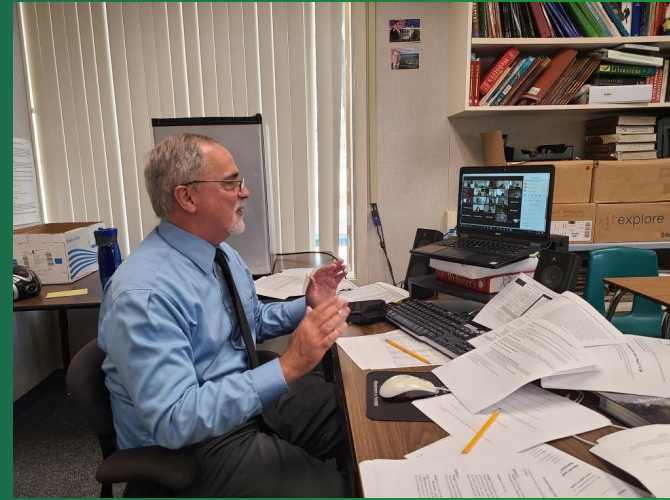
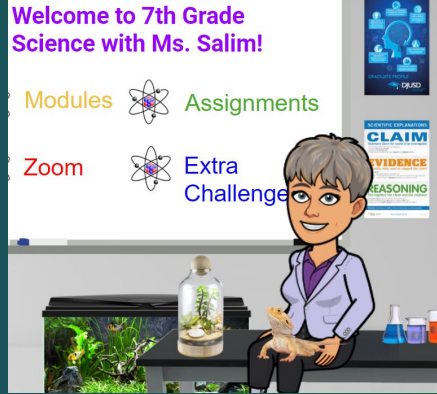


DJUSD Professional Development Update

- ▶ 702 staff completed all PD modules
- ▶ 527,836 page views on Canvas (staff, students, families)
- ▶ Canvas Family Trainings
- ▶ Student tutorials implemented
- ▶ District-wide coherence



Week One Welcoming



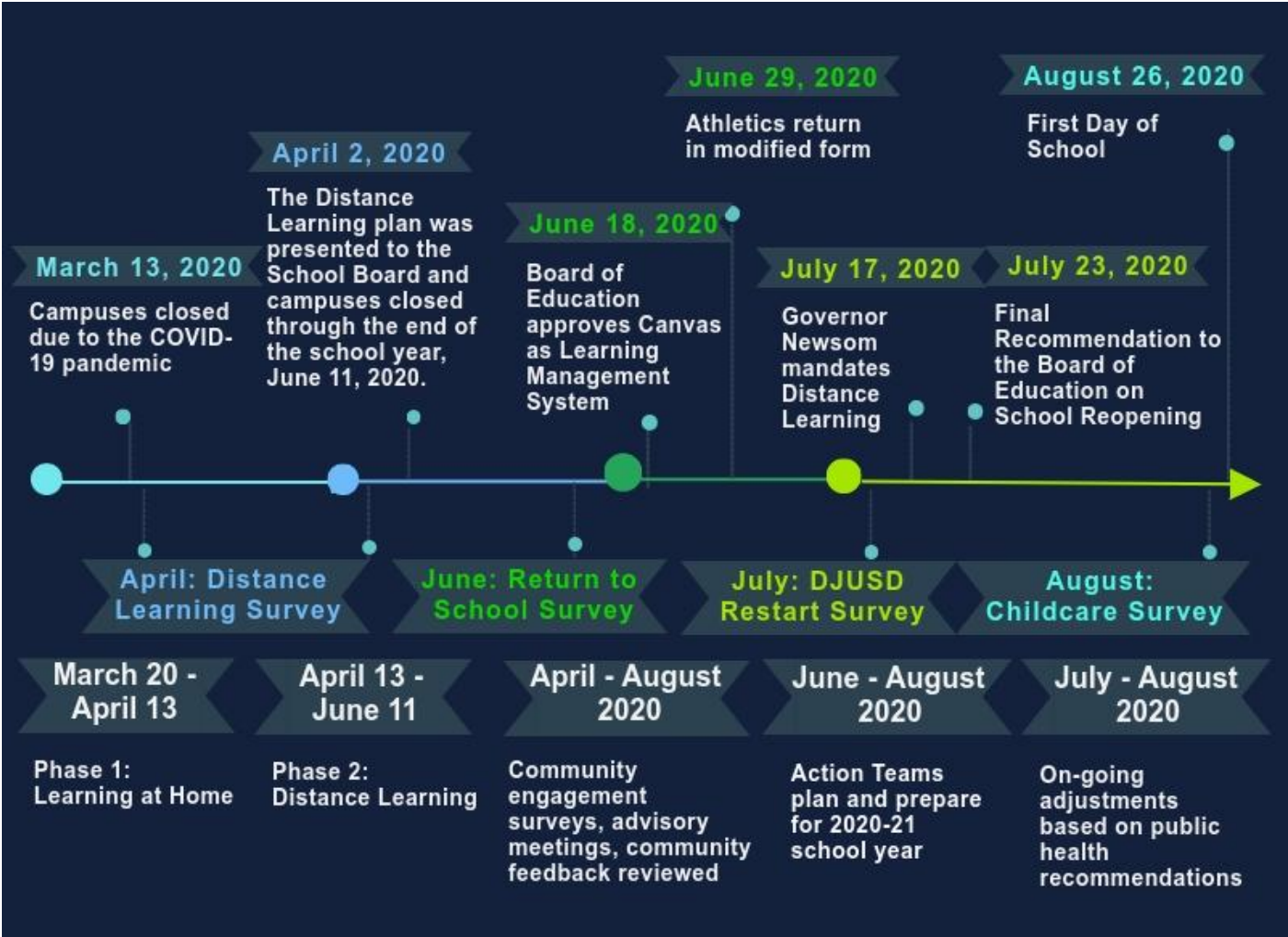
Senate Bill 98

- Local Control Accountability Plan (LCAP) not required for the 2020-21 school year
- Budget Overview for Parents by December 15, 2020
- 2021-24 LCAP adoption by July 1, 2021
- Technology and access, standards-based instruction, unduplicated supports, EL and SPED services
- Distance Learning requirements
- Learning Continuity and Attendance Plan

Learning Continuity and Attendance Plan Components

- Impact of pandemic on community
- Stakeholder engagement
- Opportunities for remote participation in public meetings
- Summary of feedback and impact
- Continuity of Learning
- Access to devices and connectivity
- Pupil participation and progress
- Professional development
- Staff roles and responsibilities
- Students with unique needs
- Pupil learning loss
- Mental health and social emotional wellbeing
- Pupil and family outreach
- Student nutrition
- Increased and improved services

COVID-19/ Fall 2020 Timeline



August 25th Advisories Convening

- Parents, Certificated, Classified, SPED, DELAC, DTAC, Climate, AIM, Native American Families, Students
- Discussion topics:
 - SEL
 - Scheduling
 - Interventions
 - Extracurriculars
 - Health and Safety
 - Technology

Zoom Breakouts Prompt:

“Please provide comments, concerns, or suggestions in response to each topic of the plan.”

Superintendent Advisory Themes

Appreciation

- Social Emotional focus for students and staff
- Quarter Block Schedule
- Dedicated time for interventions and Special Education
- 1:1 student to computer ratio
- Breakout Rooms
- Commitment and effort by staff

Questions and Concerns

- Balance of secondary schedules
- Sustained support for technology (staff and families)
- Hands-on classes in Distance Learning
- Breakout Room supervision

Site Continuity of Learning Plan

Provide a summary of stakeholder outreach that informed your planning.

Describe how your site will use the dedicated advisory/SEL time period:

How are you addressing scheduling continuity?

- a. Maintaining “fluency” between quarter blocks (Secondary): World Language, Music, Math
- b. Music, Science, Special subjects (Elementary)
- c. Alignment of instruction between grade levels and departments

How are you addressing Interventions?

- a. Supplementary academic supports
- b. Tutoring, “Clinic,” Bridge, Academic Center
- c. MTSS Tiers 2 and 3 interventions
- d. Structured collaboration between general education and EL/SpEd staff

What plans are being developed for extra curricular opportunities?

- a. Student community and social emotional connections
- b. Clubs, athletics, leadership, academic teams

Continuity of Learning Supports

Grade Level	Scheduling Continuity	Interventions	Extracurricular
TK-6	Daily morning meeting Designated core instruction time Protected time for interventions Structured collaboration	Leveled instruction groups Paraeducator push in Special Education block Reading/math groups Imagine Learning MTSS and PBIS	Clubs: robotics, garden, choir PTA partnerships Library reading clubs Student council Student advisory
7-12	Quarter/Block schedule “Off-quarter” learning Advisory period/SEL support	Bridge/Academic Center EL Mentor tutors from UCD Co-teaching (Sped) Case manager support in “off-quarters” MTSS	Clubs WEB ASB and Leadership Friendship Day

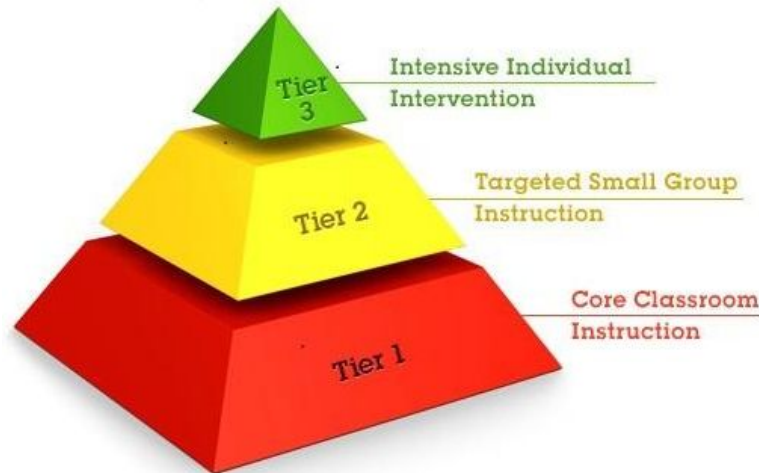
Music

- SmartMusic Platform
- Quavermusic (Elementary)
- Breezin' Thru Theory (JHS)
- Flat.io (Choral)
- Texts for instruments and theory



Multi-Tiered System of Support (MTSS)

- 2020-21 MTSS Site Allocation
- Site team collaboration and data review
- Interventions and progress monitoring



Looking Ahead

Staff Capacity-building

- Staff Needs Assessment
- Instructional Coaches
- “Engagement and Assessment”
- “Equity and Access”
- Formative Assessment Data

Equity and Improvement

- Monitoring student progress
- Unduplicated focus
- Extracurricular engagement
- Student voice
- Ethnic Studies Task Force



Comments and Questions:

