



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

Guiding Principles

Equity



Access



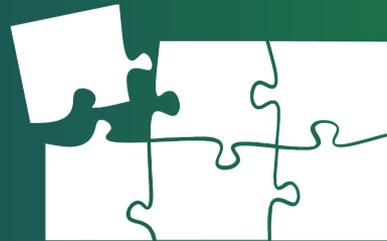
Innovation



Continuity



Compatibility

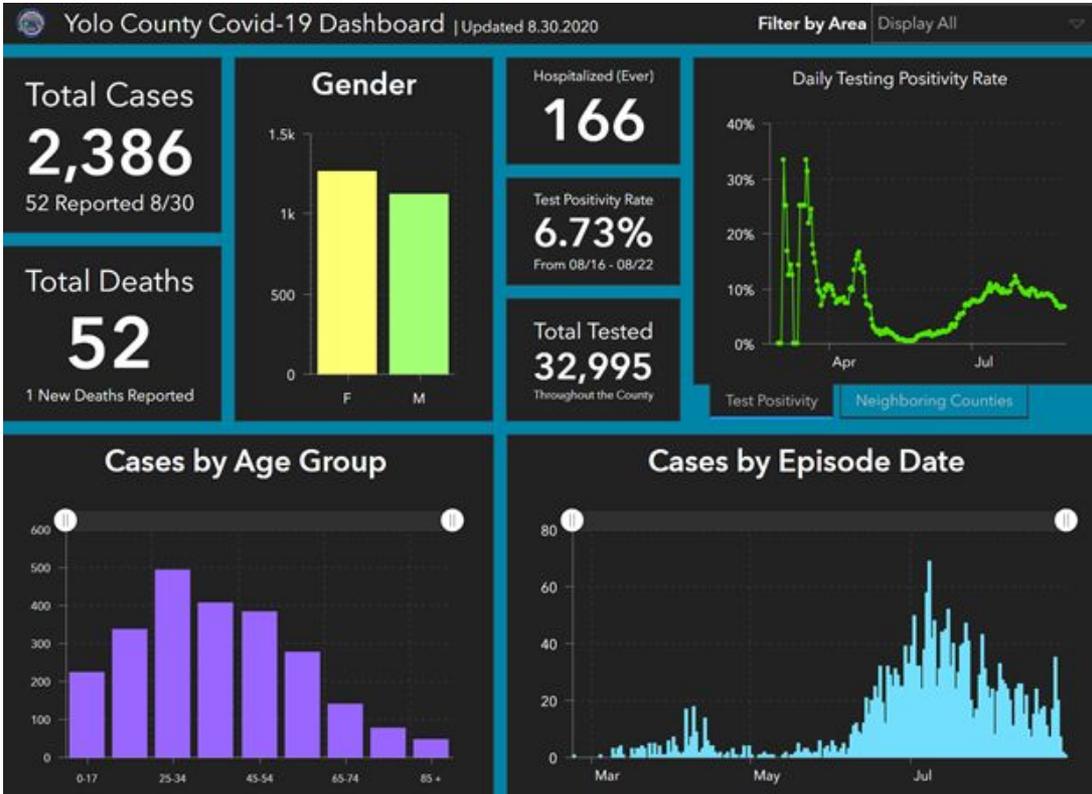


Efficacy



Health Indicators

Based on Yolo County Data



Epidemiological Stability:
Conditions 0 of 2 Met

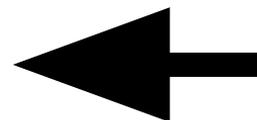
Metric: No more than 55 cases in the last 14 days (25 cases per 100,000 population)



Health Indicators

New State Tiered Monitoring System

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



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

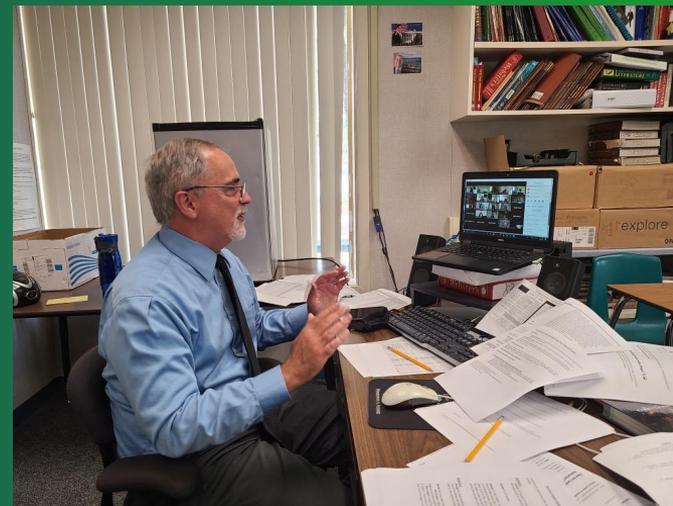
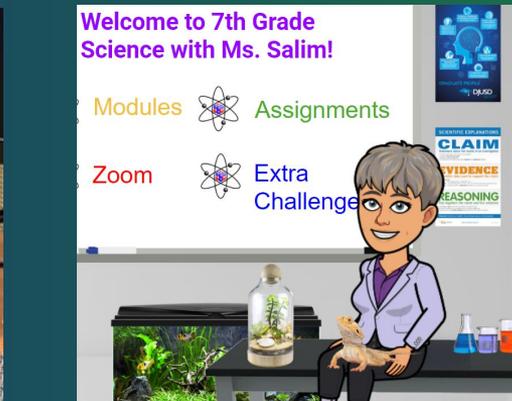


DJUSD Professional Development Update

- ▶ 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



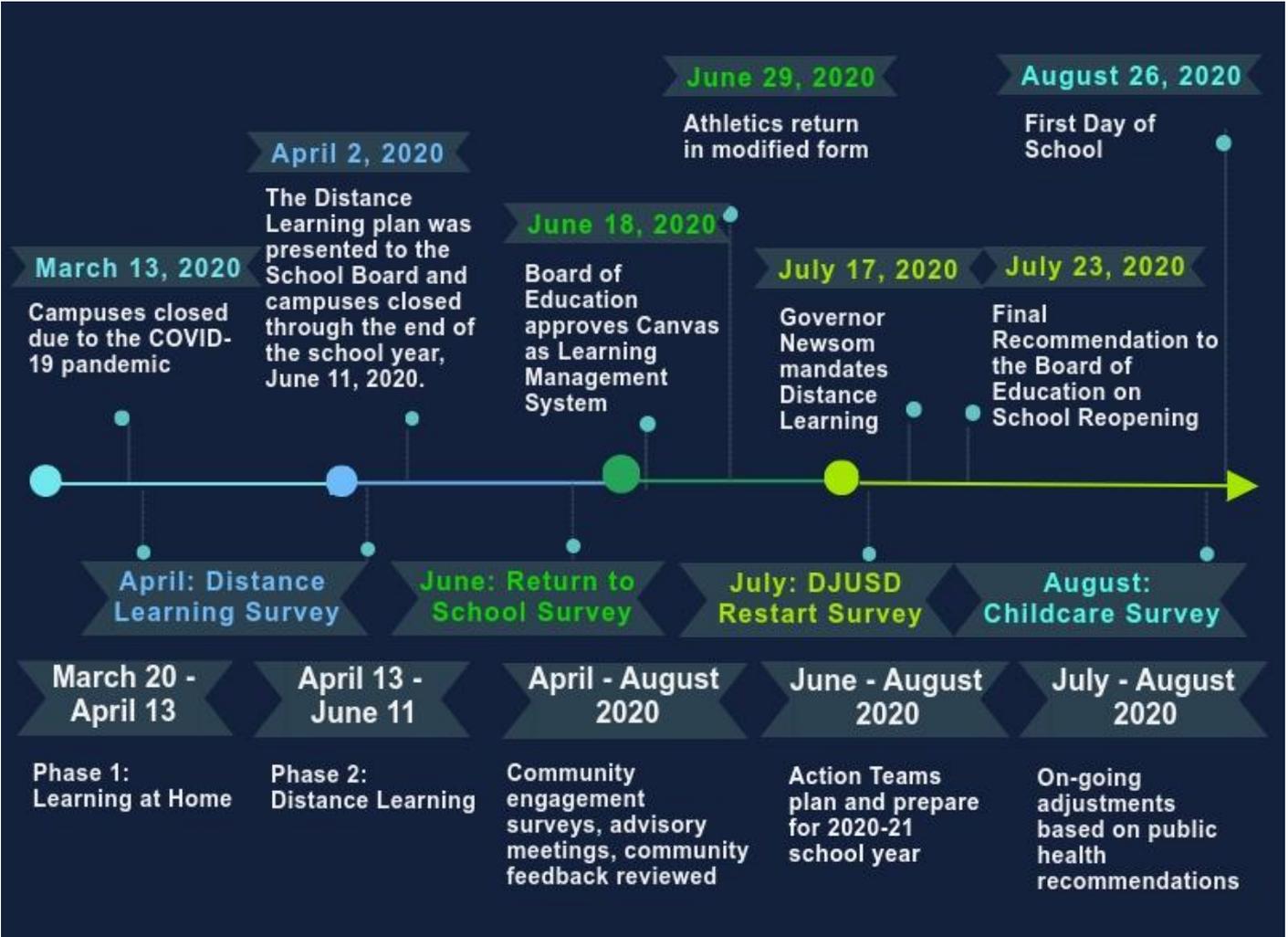
Senate Bill 98

- 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

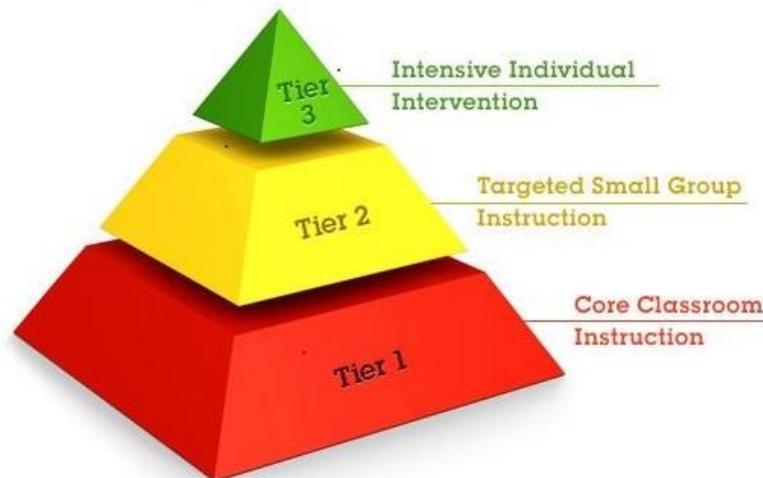
Music

- 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:

