



School Restart Update

November 5, 2020

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>

As part of our Phased Return to Campus Plan, DJUSD is modifying our facilities to prepare for in-person instruction. While **we are planning for 100% Distance Learning for all DJUSD for at least the first semester, and perhaps longer**, we want to let our families know what planning is underway in advance of a return to our school campuses.

Davis Joint Unified School District



**Restart
DJUSD**

**Reopening Guide
for Families**

2020-21



August 15, 2020

Preparing for a Safe Return to Campus

As part of our Phased Return to Campus Plan, DJUSD is modifying our facilities to prepare for in-person instruction. While we are planning for 100% Distance Learning for all DJUSD for at least the first semester, and perhaps longer, we want to let our families know what planning is underway in advance of a return to our school campuses.

We are installing plexiglass barriers in school offices, installing MERV 13 HVAC filters in all classrooms, procuring handwashing stations for our schools, and preparing safety training and signage. We are also ordering essential supplies and enhancing cleaning practices with new equipment.

In addition, we are consulting with public health guidance to develop protocols for health screenings and response to illness, and exploring expanding testing capacity with County Public Health partners.



PERSONAL PROTECTIVE EQUIPMENT (PPE) - PPE has been purchased in bulk by the state and distributed to school districts through the Yolo County Office of Education and includes face masks, face shields, face coverings, gloves, and hand sanitizer. The District has also purchased additional supplies and will continue to restock our PPE resources for schools.



HEALTH SCREENING - A Daily Illness Screening Checklist will be used by staff and students to assess for illness prior to arrival at school.



PHYSICAL DISTANCING - Implementing physical distancing of six (6) feet inside and outside the classroom when in-person learning begins in Phase 2, 3 and beyond.



Guiding Principles

Equity



Access



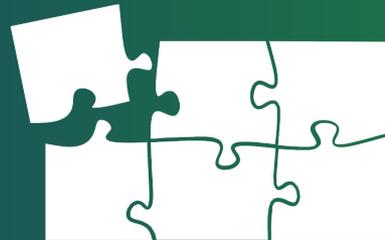
Innovation



Continuity



Compatibility



Efficacy









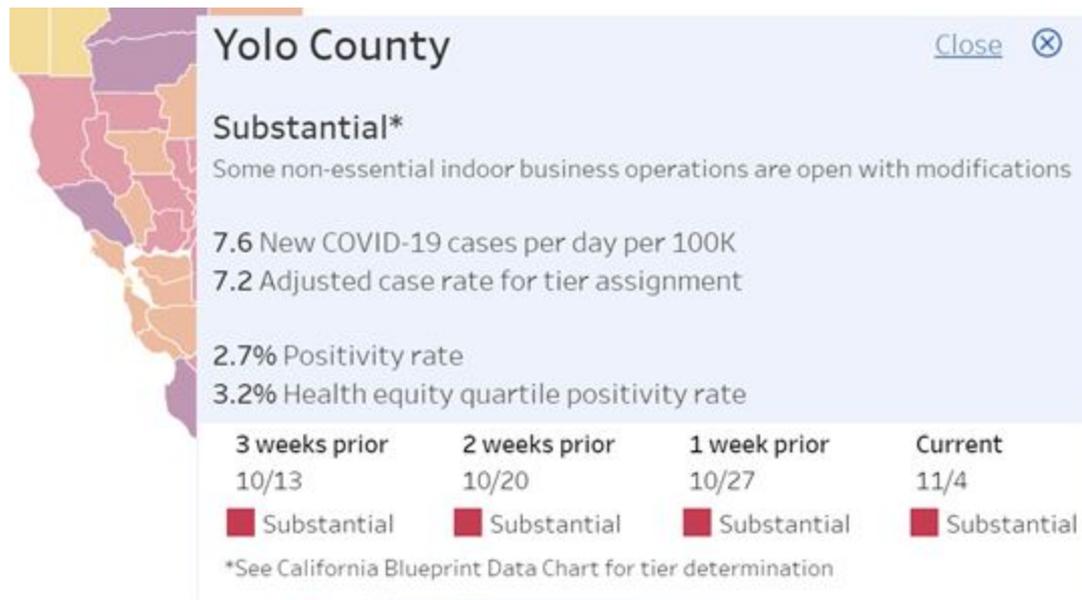
Restart
DJUSD

Return to
Campus

Health Indicators

State Tiered Monitoring System - November 3

Currently assigned to Red Tier but met Purple Tier metrics this week



Health Indicators

Based on Yolo County Data - November 3

Total Cases

3,344

25 Reported 11/03

Test Positivity Rate

5.77%

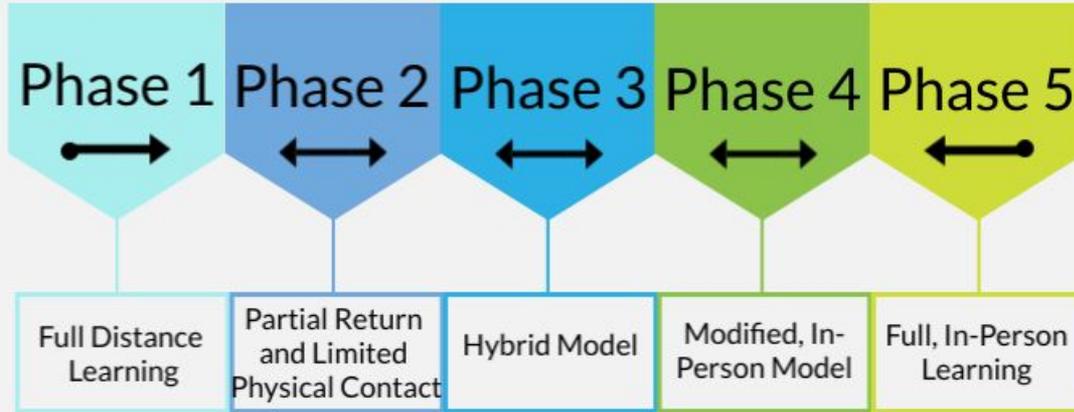
From 10/20-10/26

Daily Testing Positivity Rate



Our Strategy: Gradual Introduction of Students

Phased Return to Campus Plan



Phase 1 - Full Distance Learning

- **Status:** All DJUSD students in DL
- **Association Agreements:**
 - DTA and CSEA Memorandum of Understanding (MOU) regarding improved Distance Learning (July/August 2020)
 - DTA and CSEA MOU regarding Professional Development for Canvas, Zoom, Health and Safety during summer (August 2020)
 - DTA MOU regarding Afterhours IEP's (October 2020)

Phase 2 - Step 1 - In-person Assessments

- **Status:** In progress for students with outstanding in-person IEP assessments
- **Association Agreements:**
 - DTA and CSEA MOU regarding in-person assessments (October 2020)
- **Participation:** Assessments for 17 students have been fully completed between October 11 and November 2

Phase 2 - Step 2 - In-person Services

- **Status:** In progress for students in most urgent need of in-person services;
 - Occupational Therapy
 - Physical Therapy
 - Speech Therapy
 - Educationally Related Mental Health Services
- **Association Agreements:**
 - DTA and CSEA MOU regarding in-person services (October 2020)
- **Participation:** In-person services started week of October 26; 15 students have been seen

Phase 2 - Step 3 - Small Cohorts

- **Status:** Planning for the implementation of small in-person cohorts
- **Association Agreements:**
 - Negotiations in-progress
- **Details:**
 - Currently developing cohorts based on students not accessing Distance Learning
 - May expand beyond the four school sites used for assessments and services

YCOE Programs on our Campuses

- **Status:** Tentatively November/December
- **YCOE Implemented and Supervised:**
 - Horizon at DSHS (12 students)
 - Adult Living Skills at District Office
 - Head Start Preschool at Valley Oak (13 students)
 - Head Start Toddlers at Valley Oak (12 students)
- **Details:**
 - Designated classrooms and restrooms
 - Lunch served in classroom
 - Portable hand washing stations
 - Separate playgrounds at Valley Oak
 - Our custodial staff to disinfect daily

Phase 3 - Hybrid Model

- **Status:** Planning for cohort model(s)
- **Association Agreements:**
 - Negotiations on-going
- **Details:**
 - Family Survey - October 28 to November 8
 - Staff Survey - October 28 to November 8
 - November 19 Board of Education Meeting -
 - Return to Campus staff and family survey results
 - Next steps in Return to Campus Plan shared
 - Yolo County Public Health Officer, Dr. Sisson
 - Continual monitoring of County Public Health updates

Certificated Staff Survey on Distance Learning

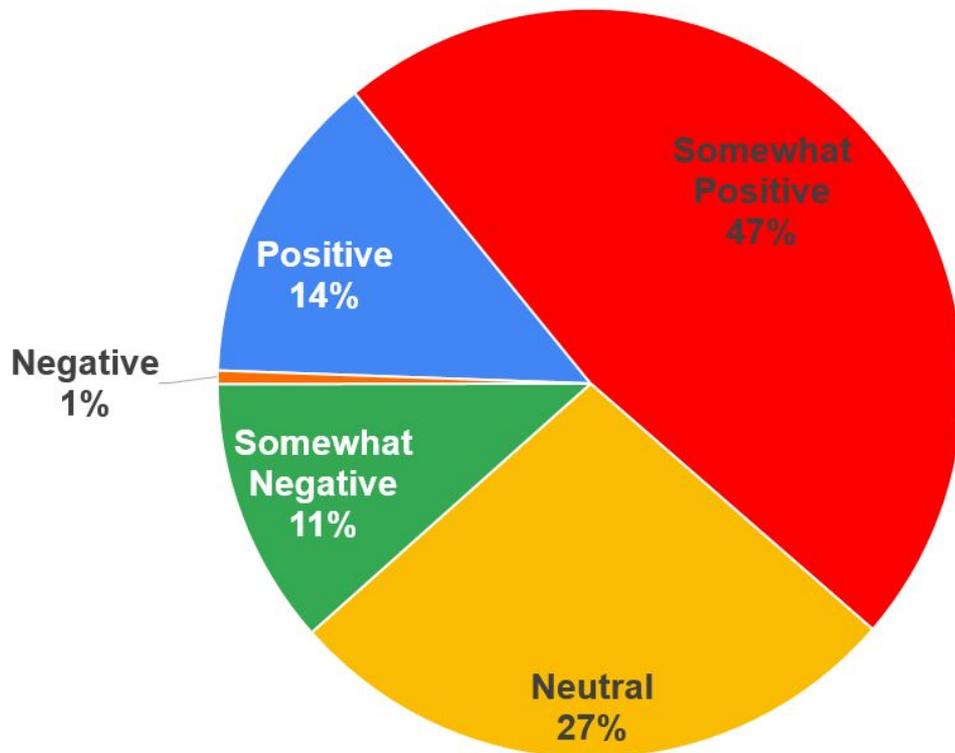
September 2020

349 responses

Social Emotional Learning (SEL) and Wellbeing

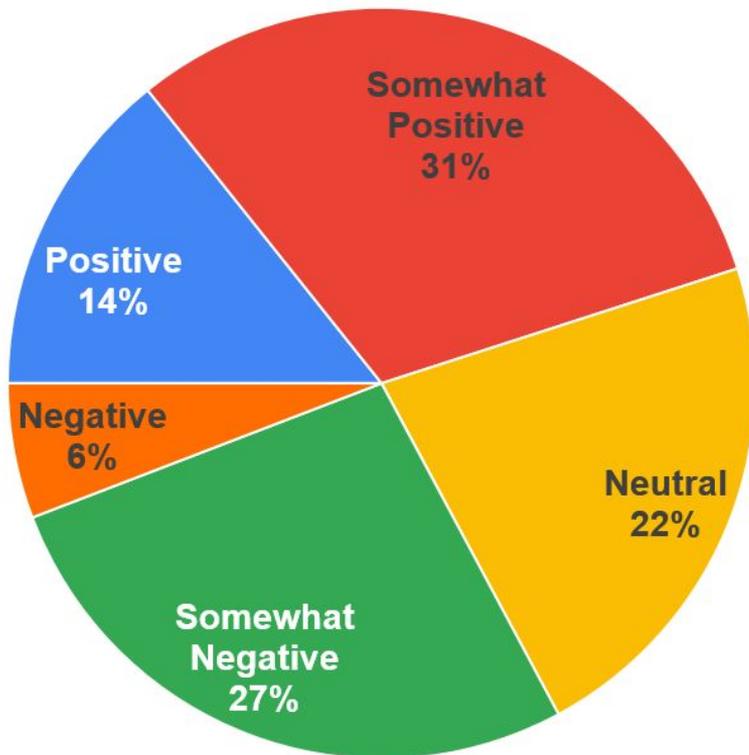
At this point in Distance Learning, I would rate the overall social emotional wellness of my students as:

All Schools

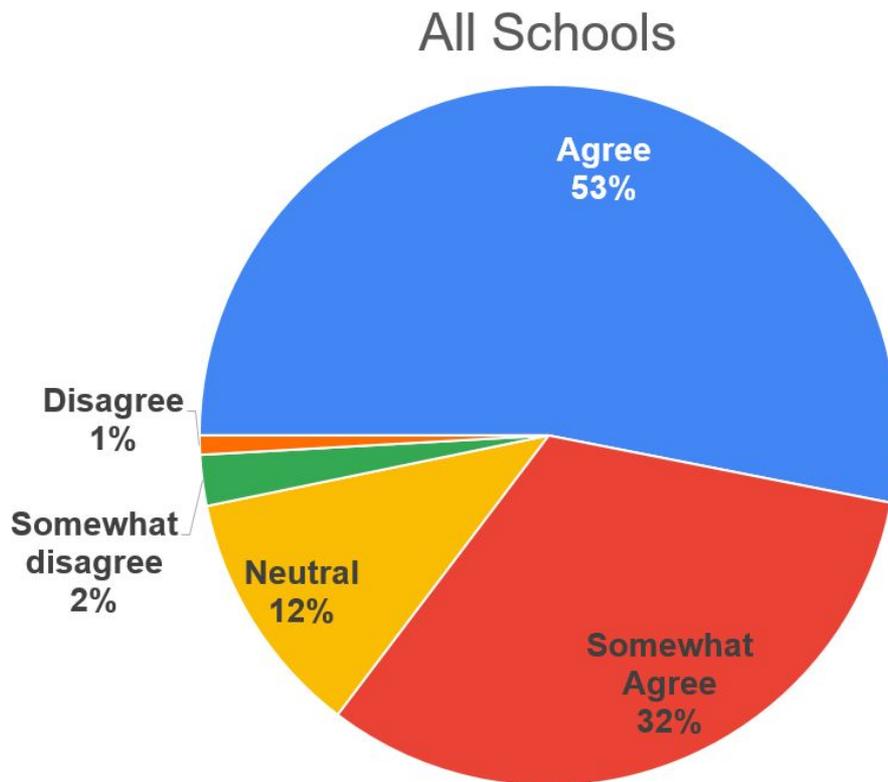


At this point in Distance Learning, I would rate my own overall social emotional wellness as:

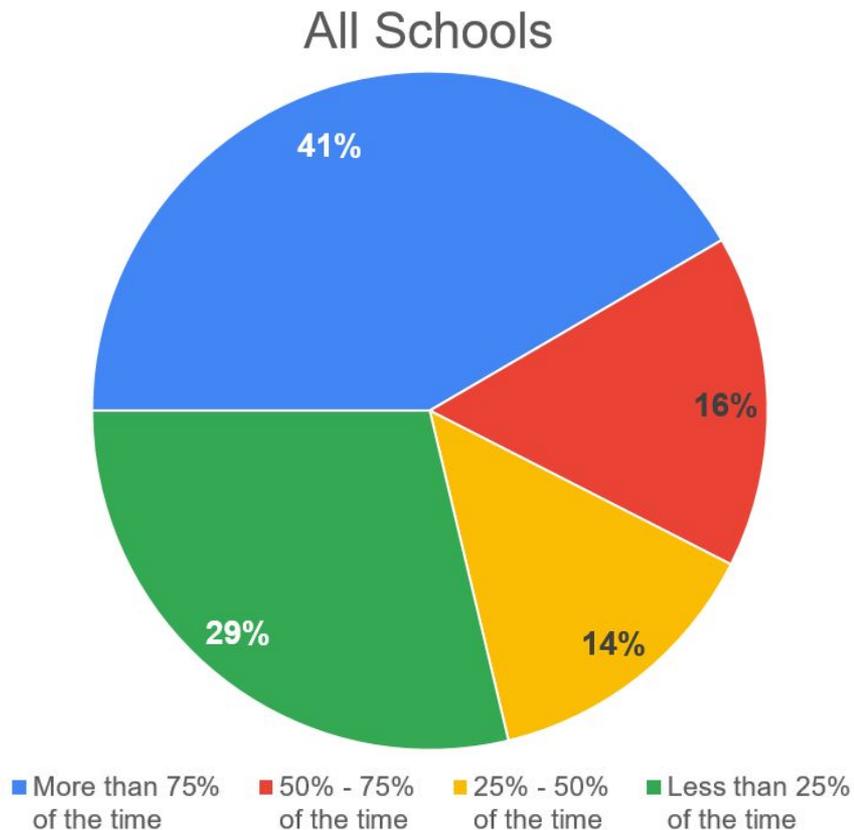
All Schools



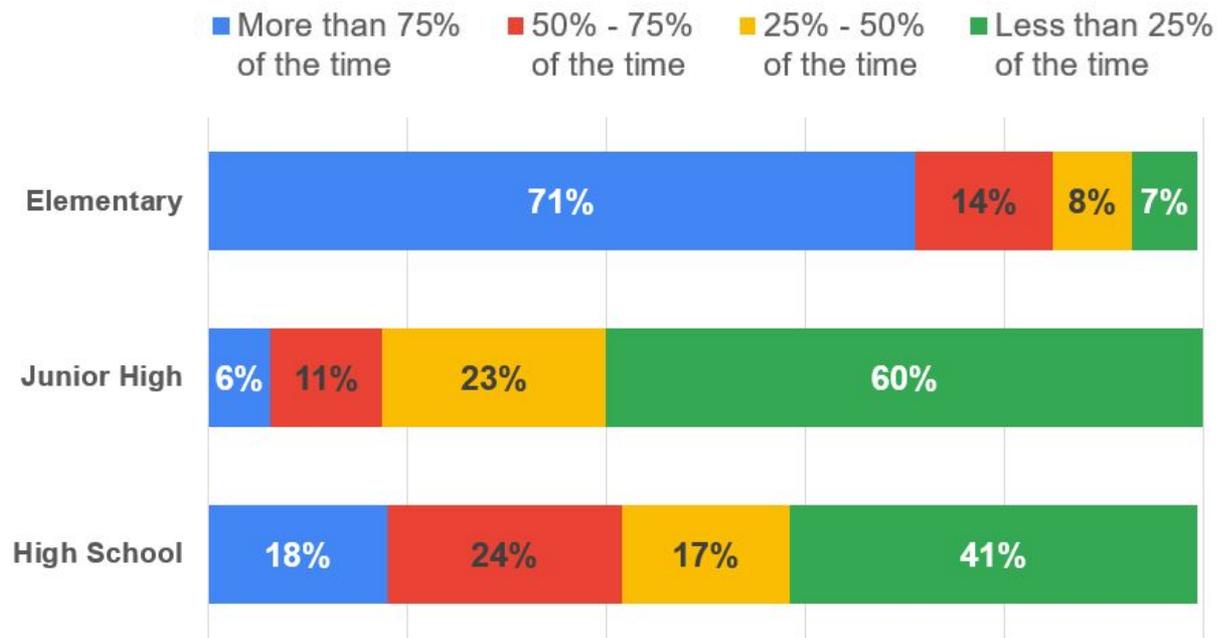
I am consistently using the CASEL three signature practices in my remote teaching.



What percentage of your students generally have their cameras ON during class?



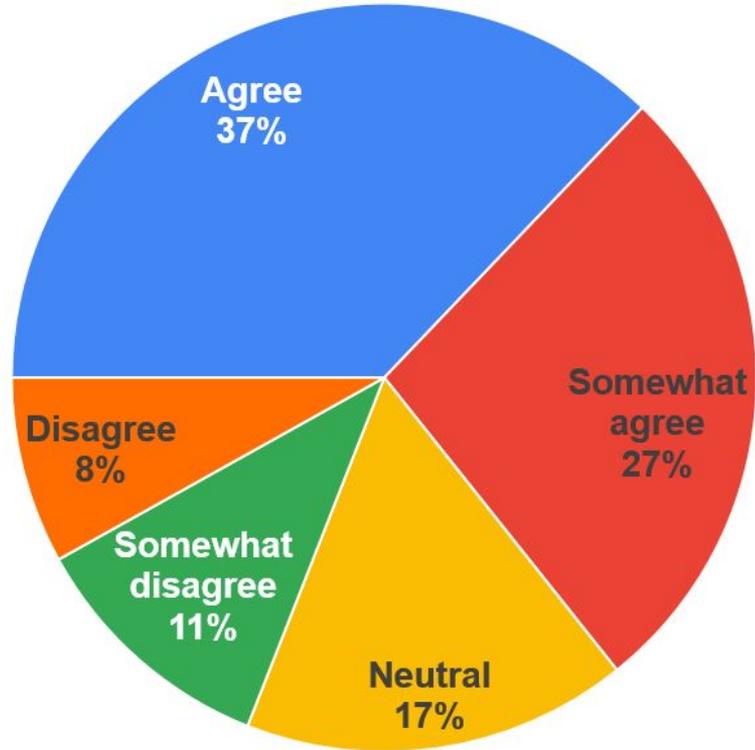
What percentage of your students generally have their cameras ON during class?



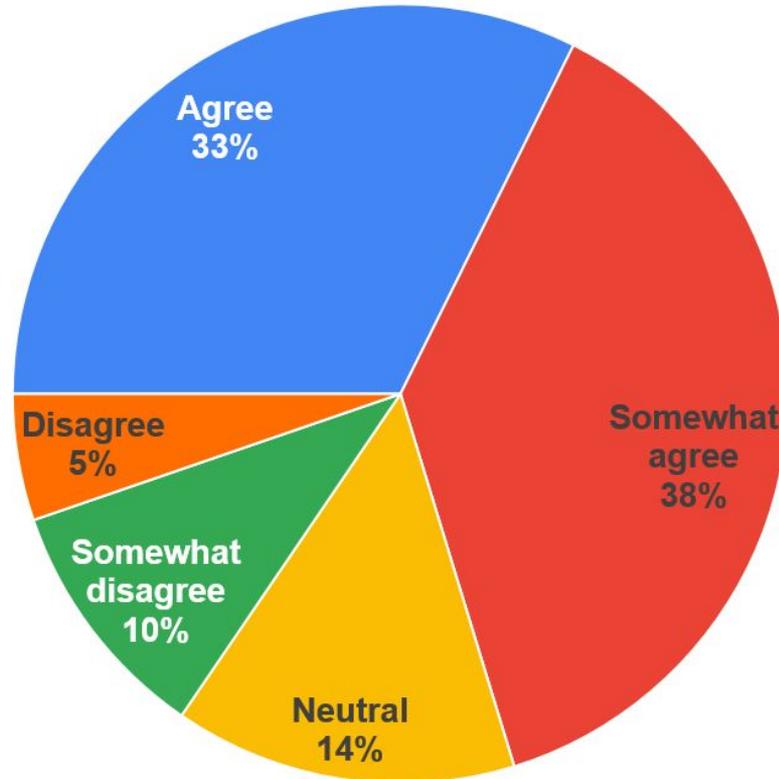
Instructional Technology

Overall, Canvas is a useful tool to support me and my students in Distance Learning.

All Schools



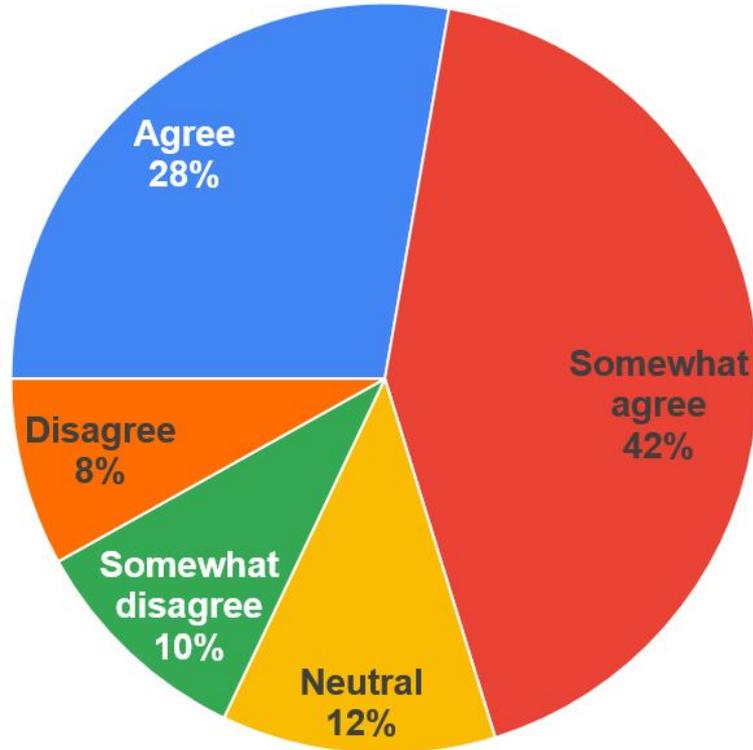
I feel confident with my overall ability to use Canvas to manage my course.



Structures and Schedules

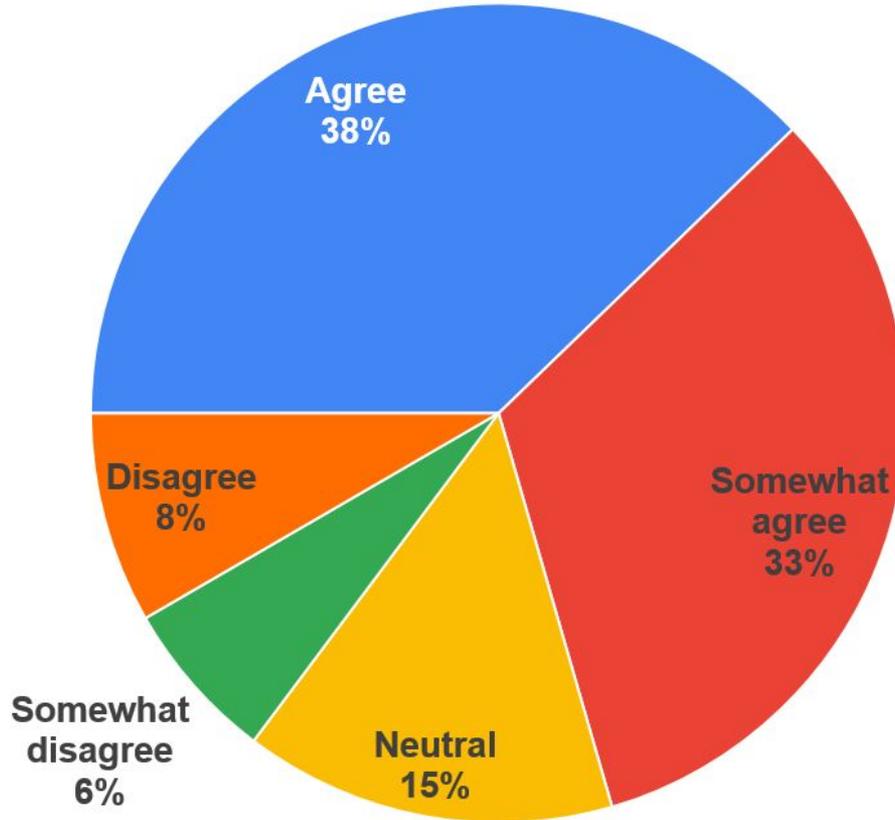
Our current schedules and structures are adequately supporting students during Distance Learning.

All Schools



The minimum synchronous (live) minutes are adequate to support my students' learning.

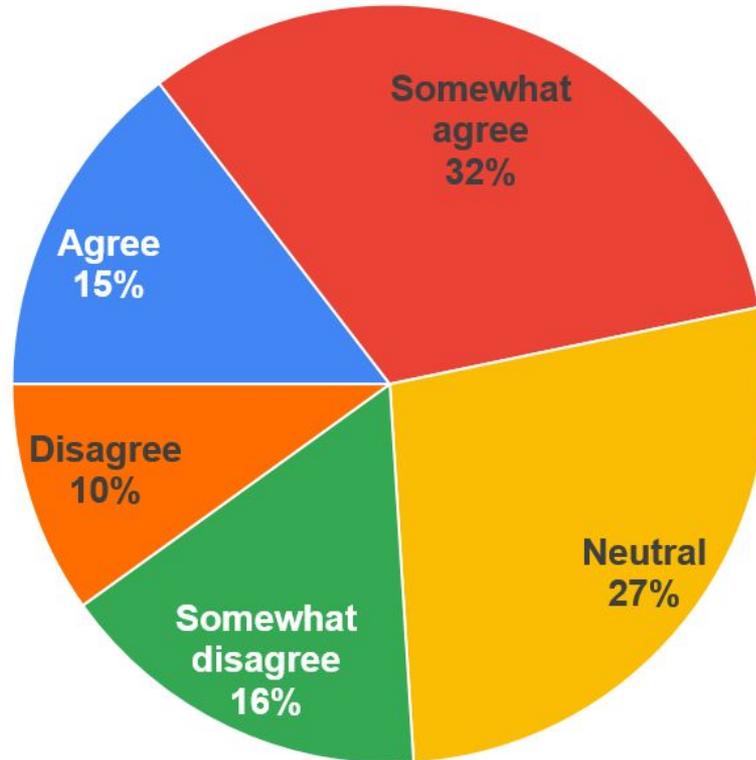
ELEMENTARY ONLY



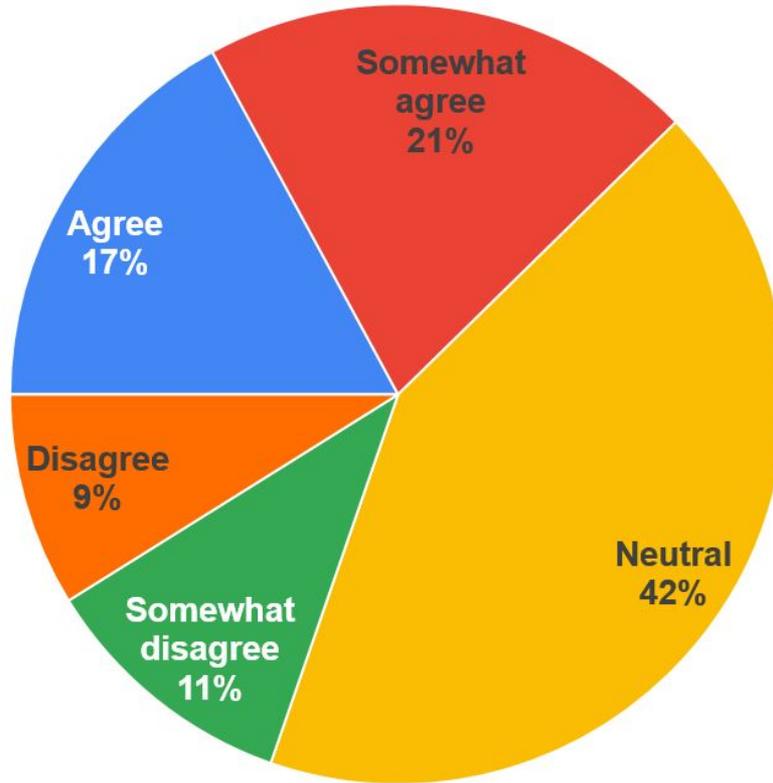
Equity and Access

My students receiving Special Education services are accessing the supports they need.

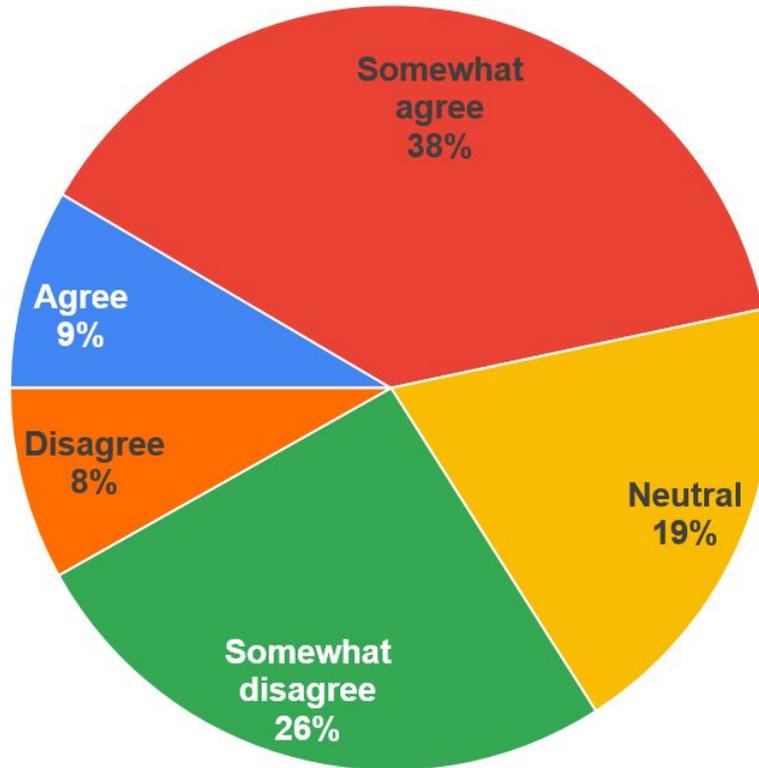
All Schools



My students receiving English Learner services are accessing the supports they need.



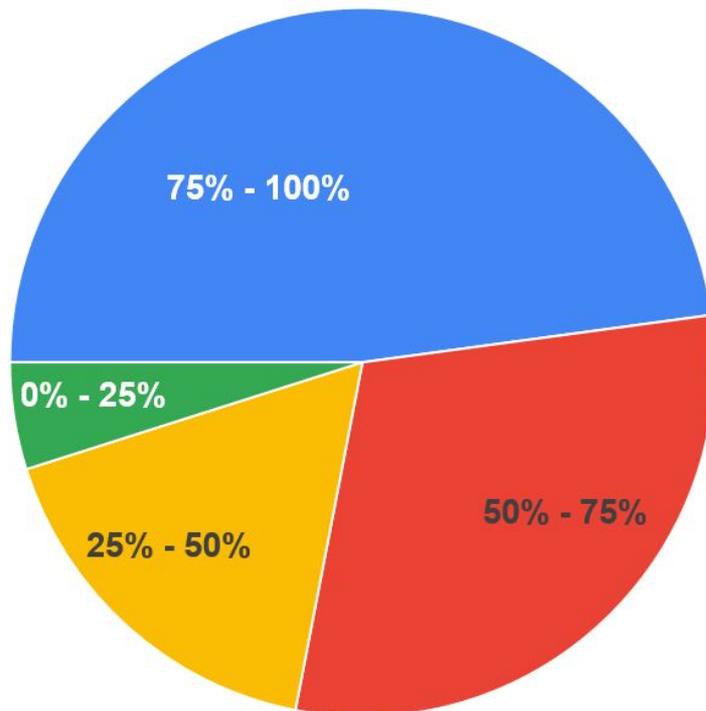
I am able to effectively identify and provide interventions for students who are struggling in my classes.



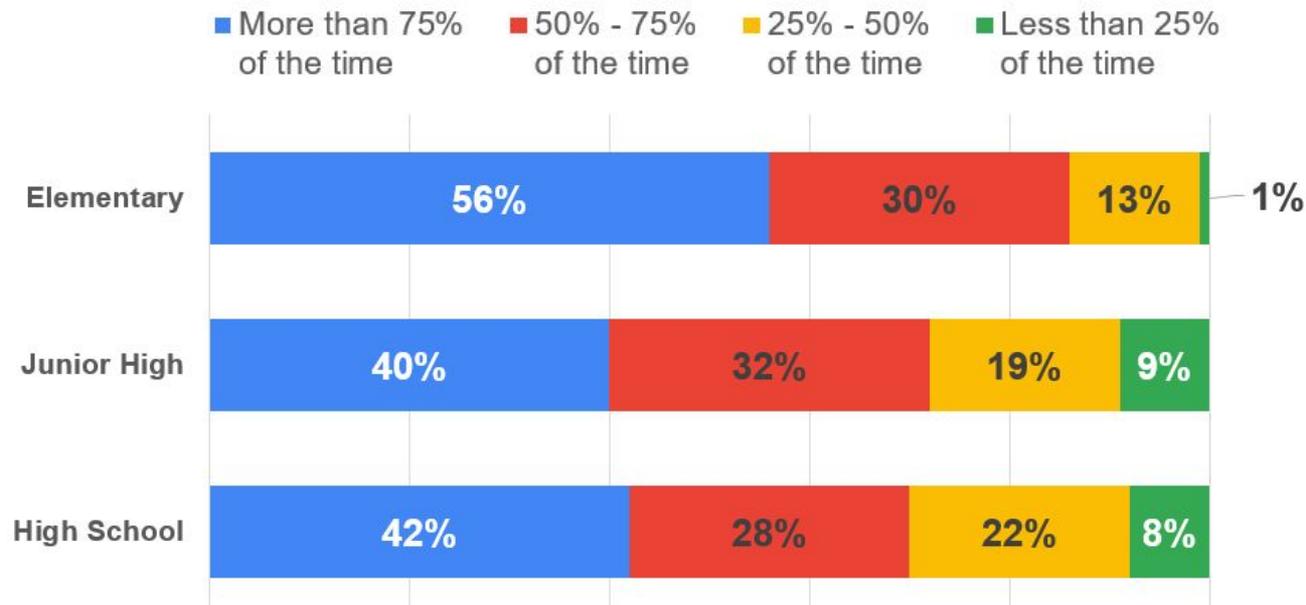
Engagement, Feedback, and Assessment

On average, what percentage of students who log in to Zoom are actively participating during your classes?

All Schools

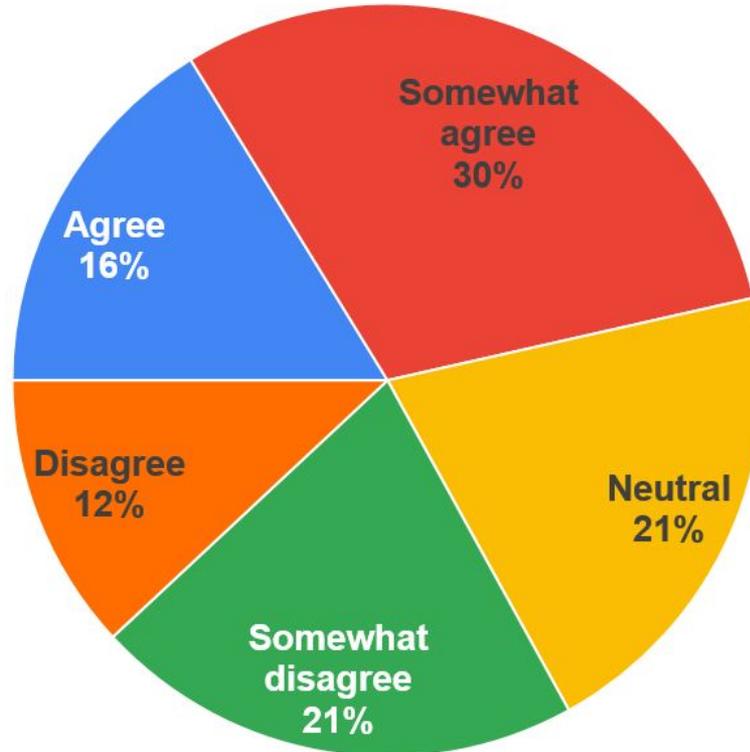


On average, what percentage of students who log in to Zoom are actively participating during your classes?



I feel confident in my ability to accurately assess and grade my students during Distance Learning.

All Schools



General Comments

What's Going Well

- High attendance rates during live Zoom meetings
- Productive collaboration with peers, administrators, and office staff
- Learning Canvas is hard, but working well for instruction
- Students are resilient and positive

Areas of Concern

- Working many hours to keep up with demands and feeling exhausted
- Concerns with staff and students' social emotional wellbeing
- Student cameras in Zoom
- Challenges of assessment and differentiation

Listening to Our Students

What do you like most or is working well in Distance Learning?

What do you like least or find the most challenging in Distance Learning?

What is something you hope continues when we return to school in person?

What would help you feel more connected to your school and the people (students and staff) there? This can be non-academic.

How do you think you learn best during Distance Learning?



Student Focus Groups

What's Going Well?

- Canvas provides consistency and standardization for organizing work
- Student collaboration and breakout rooms
- Document Cameras
- Teacher responsiveness and flexibility
- Signature Practices, music, prompts, and warm ups
- Quarter Block and fewer classes for secondary students
- One-on-one and small group sessions
- Deliverable at end of group work or class

What do you hope continues?

- Canvas
- Quarter Block System
- Teacher responsiveness and flexibility
- One-on-one and small group sessions for extra help

Student Focus Groups

What do you like least or find the most challenging in Distance Learning?

- Students miss their peers
- Students want less screen time
- Student miss hands-on activities
- Cameras off during class and breakouts
- Managing time and independent work



What would help you feel more connected?

- More opportunities to be social
- Collaboration and group activities

Looking Ahead

Elementary Report Card Revisions

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

Learner Behaviors Key	
O-Observed	X-Not OT

Davis Joint Unified School District
Report to Parents – Grade 4

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

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:

Teacher Signature: _____

Principal Signature: _____

Graduate Profile Learner Behaviors	
Civic and Culture	
Digital Citizenship: Respects others	
Adaptability & Resilience	
Demonstrates perseverance	
Completes independent work	
Communication	
Collaborates with others	
Demonstrates empathy; recognizes different strengths	
Critical Thinking and Problem Solving	
Asks questions and solves problems	
Creativity & Innovation	
Generates new ideas; demonstrates open courage to explore	

Reading – Foundational Skills	T1	T2	T3
Reads grade-level text accurately and fluently to support comprehension			
Reading – Literature and Information			
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			
Writing			
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			
Listening and Speaking			
Effectively engages in discussions within a group			
Presents information with appropriate facts and relevant descriptive details			
Language – Conventions of Standard English			
Acquires and uses grade appropriate vocabulary			
Social Studies			
Demonstrates an understanding of content and concepts			

Mathematics	T1	T2	T3
Operations and Algebraic Thinking			
Understand factors and multiples			
Knows multiplication and division facts fluently			
Number and Operations in Base 10			
Understands multi-digit place value to 1,000,000			
Performs addition/subtraction with multi-digit numbers			
Number and Operations—Fractions			
Demonstrates an understanding of fraction equivalents			
Adds and subtracts fractions with like denominators			
Demonstrates an understanding of the relationship between fractions and decimals			
Measurement and Data			
Solves problems involving measurement			
Converts units of measure			
Geometry			
Draws and identifies lines and angles			
Classifies shapes based on lines and angles			
Science			
Demonstrates an understanding of content and concepts			
Applies science practices in problem-solving to develop and justify explanations			
Exhibits scientific citizenship			

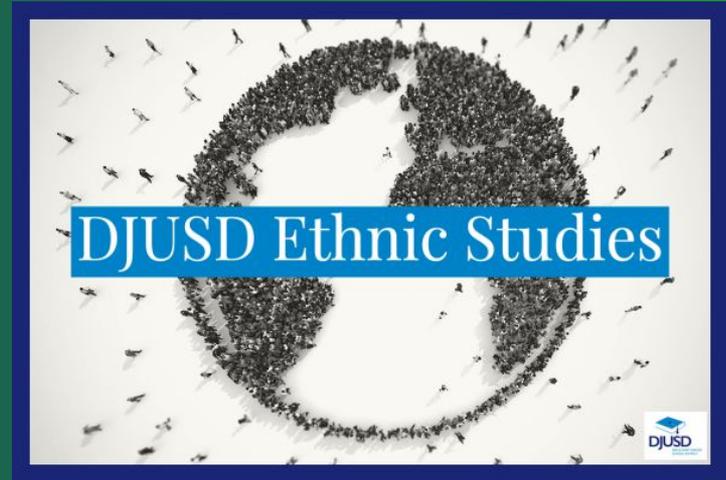
K-6 Common Assessment

- Formative Assessment Tool (ELA and Mathematics)
- Consistent District-wide Implementation
- Data to identify learning loss
- Foundational to MTSS
- Personalized asynchronous supplementary curriculum



Curriculum and Instruction Supports

- Ethnic Studies
- History-Social Studies Adoption
- NGSS Adoption Professional Development



Comments and Questions

