



# Return to Campus Model

February 4, 2021

# Guiding Principles

Equity



Access



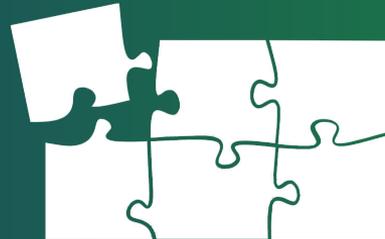
Innovation



Continuity



Compatibility



Efficacy



# Board-Approved Conditions for Hybrid Reopening

Adopted January 19, 2021

## Conditions Within the Control of DJUSD



Establish asymptomatic COVID-19 testing for students and staff on or near each campus

Status: *8 out of 15 sites completed*



Set up classrooms for 6-foot or greater distancing

Status: ✓



Install MERV-13 filters

Status: ✓



Place air purifiers in classrooms

Status: *Distribution in Progress*



Ensure safety protocols are in place per Cal/OSHA COVID-19 requirements

Status: ✓



Define processes for notification, quarantine, and contact tracing

Status: ✓

## Conditions Outside the Control of DJUSD



Yolo County must be in the Red Tier for two weeks (or a lower tier)

Status: *Tracking Yolo County metrics*



Teachers and staff who are being asked to return have had access to both doses of a COVID-19 vaccine, and are provided with up to two weeks for recovery following the second vaccine

Status: *In Progress*

# State Tiered Monitoring System

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

# Health Indicators

## State Tiered Monitoring System - February 1

Last Week's Tier Level (As of 1/19)	This Week's Tier Level (As of 1/26)
<b>28.3</b> Adjusted Case Rate	<b>21.6</b> Adjusted Case Rate
<b>6.7%</b> Positivity Rate (7-day avg.)	<b>4.7%</b> Positivity Rate (7-day avg.)
<b>14.6%</b> Health Equity Quartile Positivity Rate	<b>12.1%</b> Health Equity Quartile Positivity Rate
Yolo County will remain in the Purple Tier (Widespread) until at least: <b>February 09, 2021*</b>	
* This date may change. Tier assignment will be overruled if the Regional Stay Home Order is issued.	
<b>Regional Stay Home Order Exit:</b>	<b>Effective: 01/12/21</b> The Greater Sacramento Region is no longer under the Regional Stay Home Order and now falls back under the State's Blueprint for a Safer Economy's tiered framework.

# Health Indicators

## Based on Yolo County Data - February 1

Total Cases

**11,666**

63 Reported 2/1

Test Positivity Rate

**3.6%**

From 1/17-1/23

Daily Testing Positivity Rate



# DJUSD Infection Data

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

	Staff	Students
July-Sept.	2	2
October	1	6
November	7	20
December	11	38
January	10	36
February	0	0

**Total Cases**

Student Cases

102

Staff Cases

31

**Active Cases**

Student Active Cases

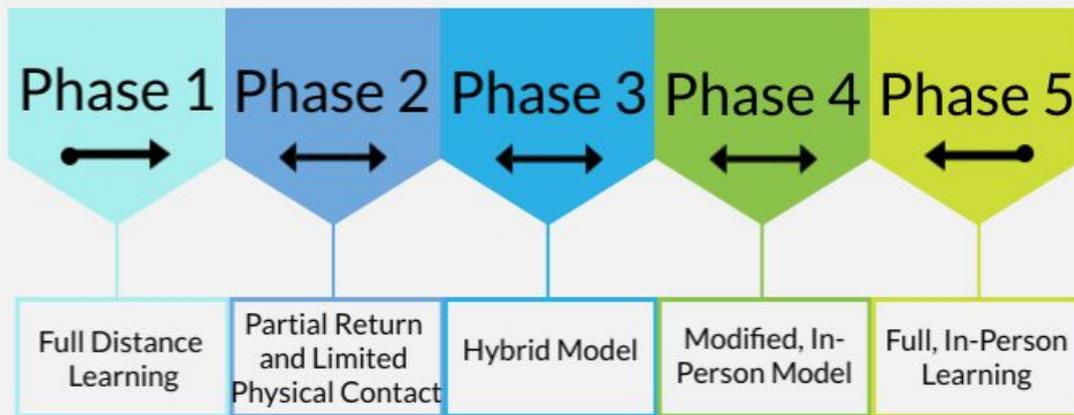
12

Staff Active Cases

3

Data as of February 1, 2021

# Phased Return to Campus Plan





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



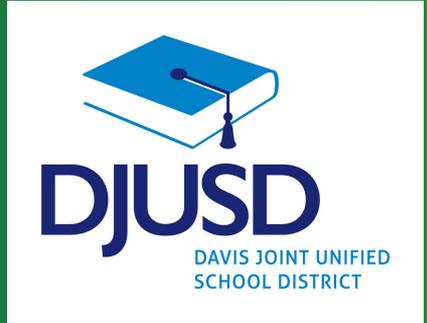
County/State/National Policies



Regional School District Developments



Staffing and Employee Agreements



# Recommended Model - Elementary and Preschool

# Elementary Hybrid Model

## Grades TK-6 Hybrid Schedule

Group A: In-person Monday and Tuesday afternoons, Group B: In-person Thursday and Friday afternoons, Group C: Distance Learners

Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
8:30 - 12:00	Groups A,B,C: Distance Learning	Groups A,B,C: Distance Learning	8:30 - 9:00: Morning meeting (Zoom)	8:30 - 12:00	Groups A,B,C: Distance Learning	Groups A,B,C: Distance Learning
	Group C: Virtual Instruction, Intervention, and Work Time	Group C: Virtual Instruction, Intervention, and Work Time	9:00 - 3:00: Groups A,B,C: Asynchronous		Group C: Virtual Instruction, Intervention, and Work Time	Group C: Virtual Instruction, Intervention, and Work Time
12:00-1:00	Lunch	Lunch	Teacher collaboration, staff meeting, and preparation time (240 minutes per week)	12:00-1:00	Lunch	Lunch
1:00 - 3:00	Group A: In-person Instruction, Intervention, and Work Time	Group A: In-person Instruction, Intervention, and Work Time		1:00 - 3:00	Group B: In-person Instruction, Intervention, and Work Time	Group B: In-person Instruction, Intervention, and Work Time
	Group B: Asynchronous Group C: Asynchronous	Group B: Asynchronous Group C: Asynchronous			Group A: Asynchronous Group C: Asynchronous	Group A: Asynchronous Group C: Asynchronous

# Elementary Hybrid Model: Features and Definitions

## In-person Instruction (Groups A,B)

- Students participating in hybrid model attend in-person two afternoons/week for a total of four (4) hours
- Focus on small group work support, physical activity, and social connection

## Distance Learner Dedicated Instruction (Group C)

- Students opting to remain in Distance Learning will have dedicated instructional time to replicate the learning objectives that in-person students will experience in the afternoon block
- Focus on small group work support, individual questions, and social connection

# Elementary Model Features and Definitions continued

## Asynchronous Instruction

- Assigned by teacher during at-home time
- Extension activities, practice, and digital curriculum

## Special Education, EL Services and Academic Supports

- Flexible scheduling during in-person learning time, asynchronous time and/or Wednesdays

## Special Subjects

- Library, Music, Intermediate Science scheduled during at-home hours, delivered virtually

# Elementary Model Features and Definitions (continued)

## Wednesday: Asynchronous Learning/Teacher Prep & Collaboration

- Synchronous whole class meeting
- Student asynchronous work at home
- Designated teacher preparation time, collaboration and staff meetings

## Group Assignments

- In-person students assigned to A or B group
- Prioritize Elementary siblings
- Staff will maintain balanced groups

# Elementary Model Features and Definitions (continued)



## Meals/Room Disinfection

- Lunch and breakfast provided at end of in-person learning
- Room cleaning occurs each day after students leave

## Recess/Physical Activity Schedule

- Staggered recess/ P.E. schedule
- Teacher breaks built into schedule

## Social Emotional Wellness

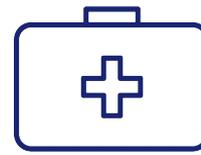
- Focus on building community
- Social Emotional Learning embedded in daily classroom instruction and the Wednesday, whole-class Zoom meeting

# Elementary Model Features and Definitions (continued)

## Technology

- Canvas
- Bring Your Own Device (BYOD) and 1:1 Technology
  - Grades TK-2
  - Grades 3-6
- Headsets and Document Cameras
- Additional Bandwidth

# Elementary Model Features and Definitions (continued)



## Health and Safety

- Physical Distance of six (6) feet between students and staff
- Face covering worn on campus by staff and students at all times unless medically exempt
- Frequent handwashing and use of hand sanitizer
- Daily regular cleaning/disinfection of rooms & high touch areas
- Daily self-screen for health at home prior to coming on campus
- Stay home when sick and email [covid19reporting@djUSD.net](mailto:covid19reporting@djUSD.net)
- Contact tracing and quarantine program
- Weekly staff and student saliva testing on DJUSD campuses
- Continue to follow current CDPH guidance

# English Learner Supports



- Targeted English Language Development (ELD) Supports
  - English Language Development lessons provided by classroom teacher and/or English Learner Specialists
- Interventions
  - Intervention time will be assigned to students who require extra support: English Learner (EL), teacher identified
- Remote Administration of Assessments
  - Computer-based Summative English Language Proficiency Assessments for California (ELPAC)

# Special Education



## Special Education Services During In-Person Instruction

- Push-in and pull-out models services
- Support classes as scheduled

## Special Education Services During Asynchronous Time

- Intervention block - in-person or virtual
- Small group instruction and student work time

## Collaboration

- Special Education and General Education teachers
- Incorporate principles of Universal Design for Learning (UDL)

## IEP Meetings

- Held during synchronous and asynchronous teaching blocks
- Held after-hours, as needed

# DJUSD Children's Center Preschool Hybrid Model

- Small groups - mirror Elementary and Secondary Plans
- Extended time for classroom cleaning/disinfection
- Wednesday morning meeting - Distance Learning
- Wednesday Teacher/Staff Collaboration and Planning
- Use of outdoor space for learning, play and eating



# Children's Center Preschool Hybrid Model: California State Preschool Program (CSPP)

DJUSD Children's Center: State Preschool (CSPP): Red and Blue Cubbies						
Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
8:15 - 11:15	Group A: In-person Red and Blue Cubby AM Students	Group A: In-person Red and Blue Cubby AM Students	8:30- 9:15: Morning Meeting (Zoom)	8:15- 9:30	Group A: Distance Learning Red and Blue Cubby AM Students	Group A: Distance Learning Red and Blue Cubby AM Students
11:15- 12:15	Clean and Disinfect Classrooms/Prep	Clean and Disinfect Classrooms/Prep	9:15- 3:00: Groups A & B: Asynchronous	9:30- 10:30	Clean and Disinfect Classrooms/Prep	Clean and Disinfect Classrooms/Prep
12:15- 1:15	Teacher Lunch and Break	Teacher Lunch and Break	Teacher Collaboration and Staff Meeting, Preparation Time (240 minutes per week)	10:30- 11:30	Teacher Lunch and Break	Teacher Lunch and Break
1:15- 2:30	Group B: Distance Learning Red and Blue Cubby PM students	Group B: Distance learning Red and Blue Cubby PM students		11:30- 2:30	Group B: In-person Red and Blue Cubby PM students	Group B: In-person Red and Blue Cubby PM students
2:30- 3:30	Clean and Disinfect Classrooms/Prep	Clean and Disinfect Classrooms/Prep		2:30 - 3:30	Clean and Disinfect Classrooms/Prep	Clean and Disinfect Classrooms/Prep

# Children's Center Preschool Hybrid Model: Fee Based Program

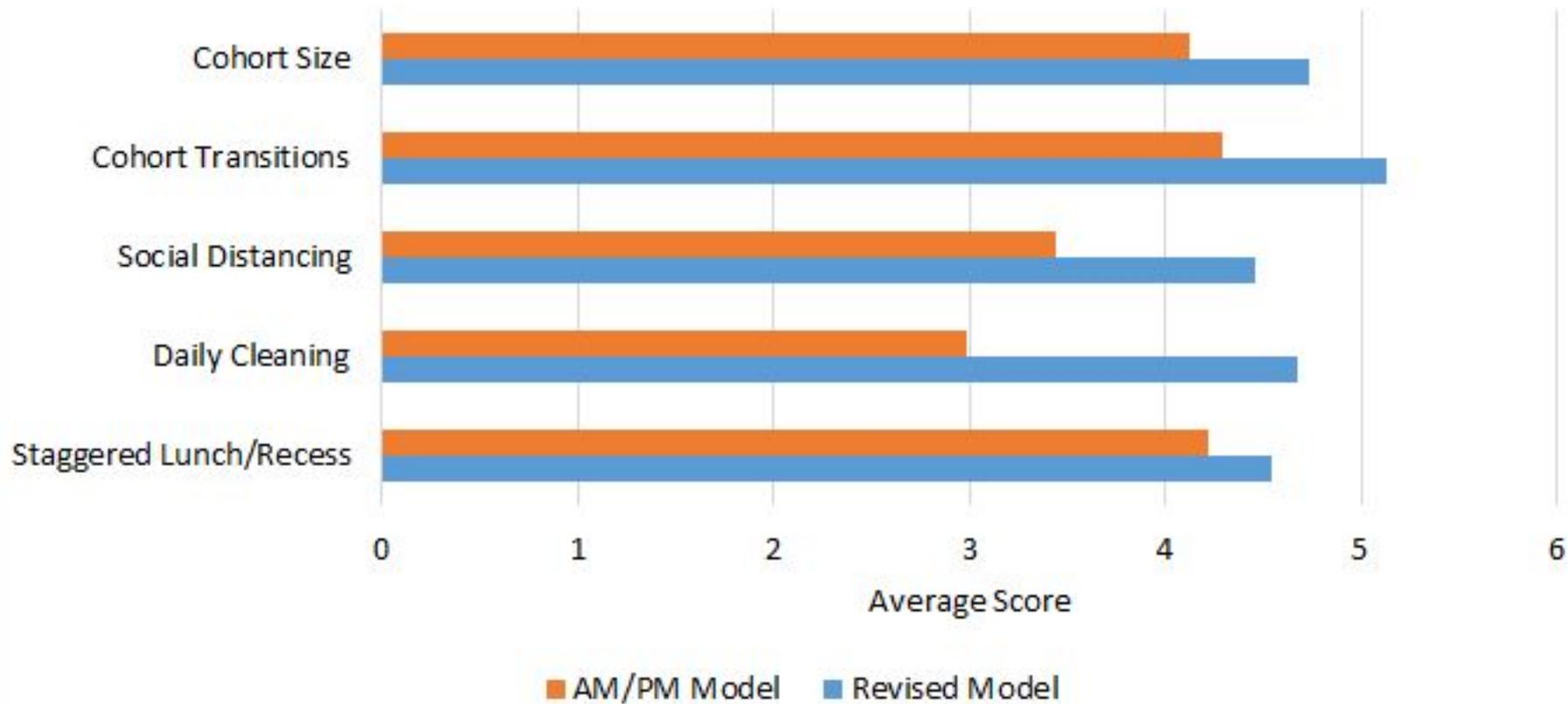
Fee Based Full Day Preschool Program: Orange and Yellow Cubbies

Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
7:30-11:00	Welcome students In-person Circle/small group Free play Outside play	Welcome students In-person Circle/small group Free play Outside play	8:30- 9:15: Morning meeting (Zoom)	7:30-11:00	Welcome students In-person Circle/small group Free play Outside play	Welcome students In-person Circle/small group Free play Outside play
			9:15- 3:00: Asynchronous student Distance Learning			
11:00-12:00	Sac lunch outside, bathroom break and prepare for rest time	Sac lunch outside, bathroom break and prepare for rest time	Teacher Collaboration and Staff meeting, Preparation time (240 min per week)	11:00-11:30	Sac lunch outside, bathroom break and prepare for rest time	Sac lunch outside, bathroom break and prepare for rest time
12:00-2:30	Rest time/ teachers breaks	Rest time/ teachers breaks		12:00 - 2:30	Rest time/ teachers breaks	Rest time/ teachers breaks
3:00	Pre packaged snack and break/recess	Pre packaged snack and break/recess		3:00	Pre packaged snack and break/recess	Pre packaged snack and break/recess
3:30	Dismissal and pick-up time	Dismissal and pick-up time		3:30	Dismissal and pick-up time	Dismissal and pick-up time
3:30-4:00	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep		3:30-4:00	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep

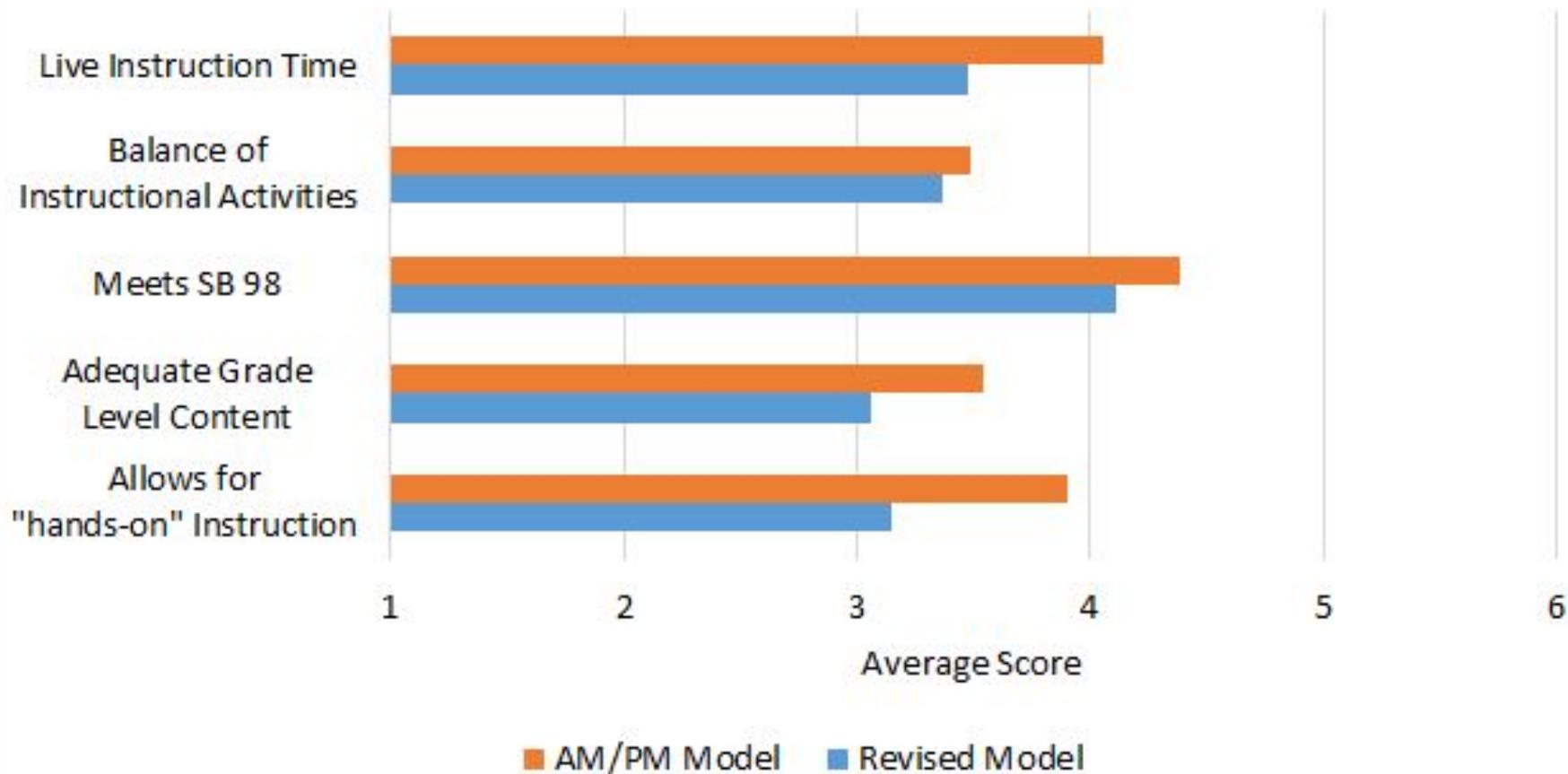
# Elementary - Hybrid Model Evaluation

- DJUSD Elementary Staff Action Team (50 members)
- Superintendent's All Advisories (23 members)
  
- Rubric Survey (Elementary)
  - 23 Indicators evaluated
  - Five categories (Health/Safety, Efficacy of Instruction, SEL, Equity/Access, Structural Compatibility)

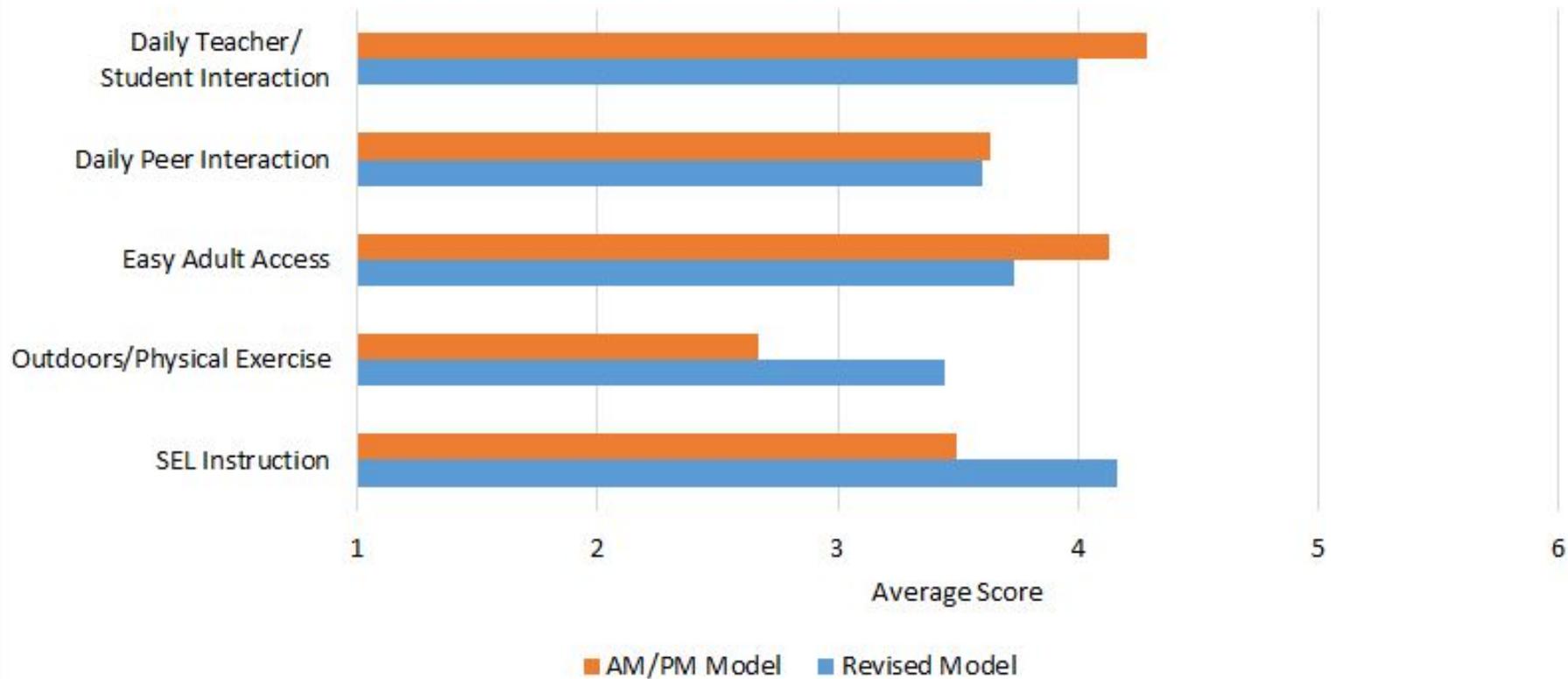
## Health and Safety



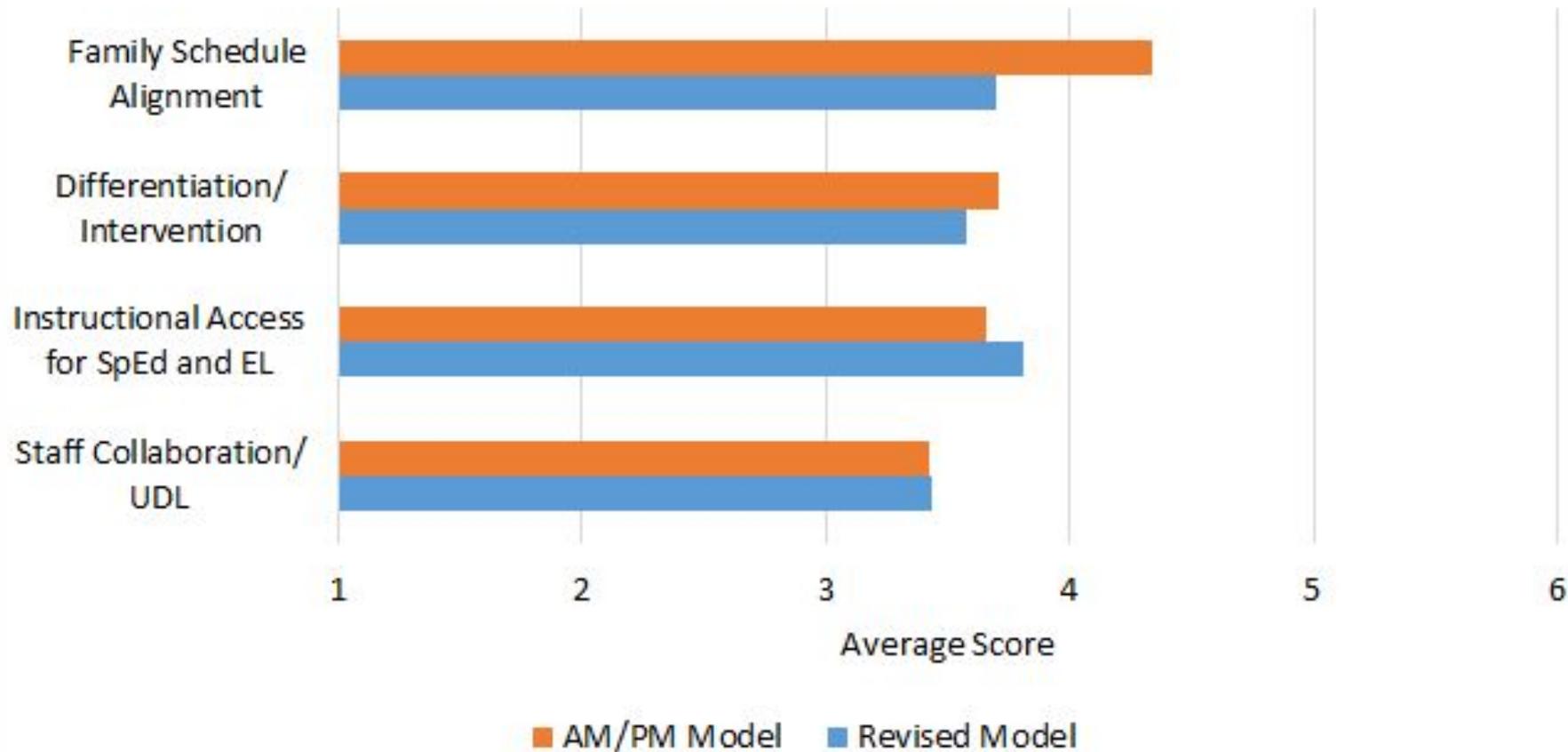
## Efficacy of Instruction



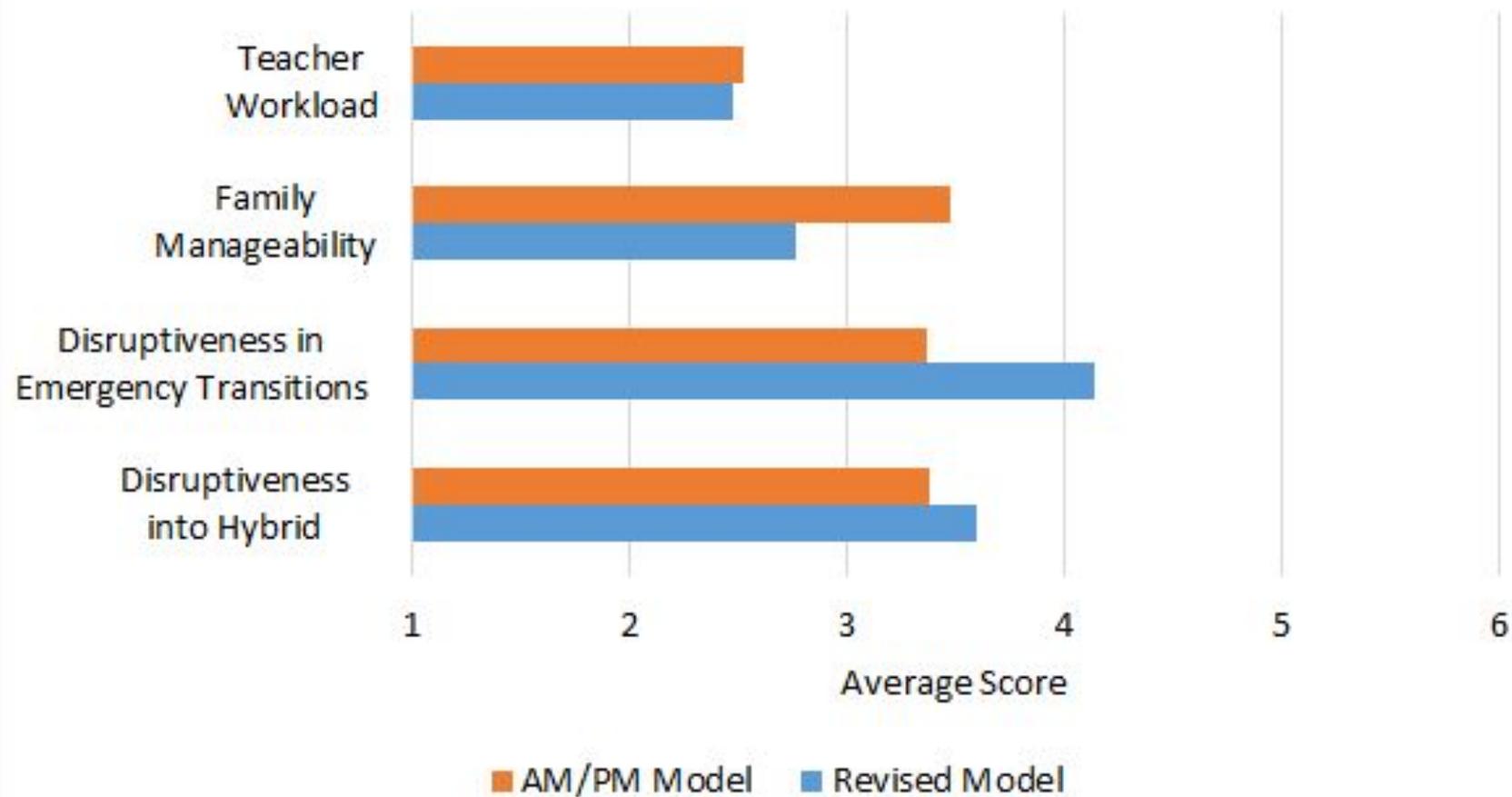
## Social Emotional Learning



## Equity and Access



## Structural Compatibility and Continuity



# Implications/Challenges

- No staff reassignments for morning Distance Learning block
  - Staff may need to be reassigned to manage in-person afternoon blocks, depending on student numbers and teacher availability
- Changes to asynchronous instructional activities
- Mid-day drop-off schedule challenging due to work or childcare schedules
- Childcare
  - Half-day, in-person attendance
  - Increase in person-to-person contact among students who share childcare providers

# Three-Phase Plan for Supporting Teachers Implementing Hybrid Learning

## Phase 1: Launch

- Orientation - All staff
- Edcamp - Topics determined by staff/model needs
- Hands-On Learning Workshops

## Phase 2: Foundational

- Canvas Collaboration Spaces
- Small Support/Collaboration Groups

## Phase 3: Flexible

- Ongoing Support and Development

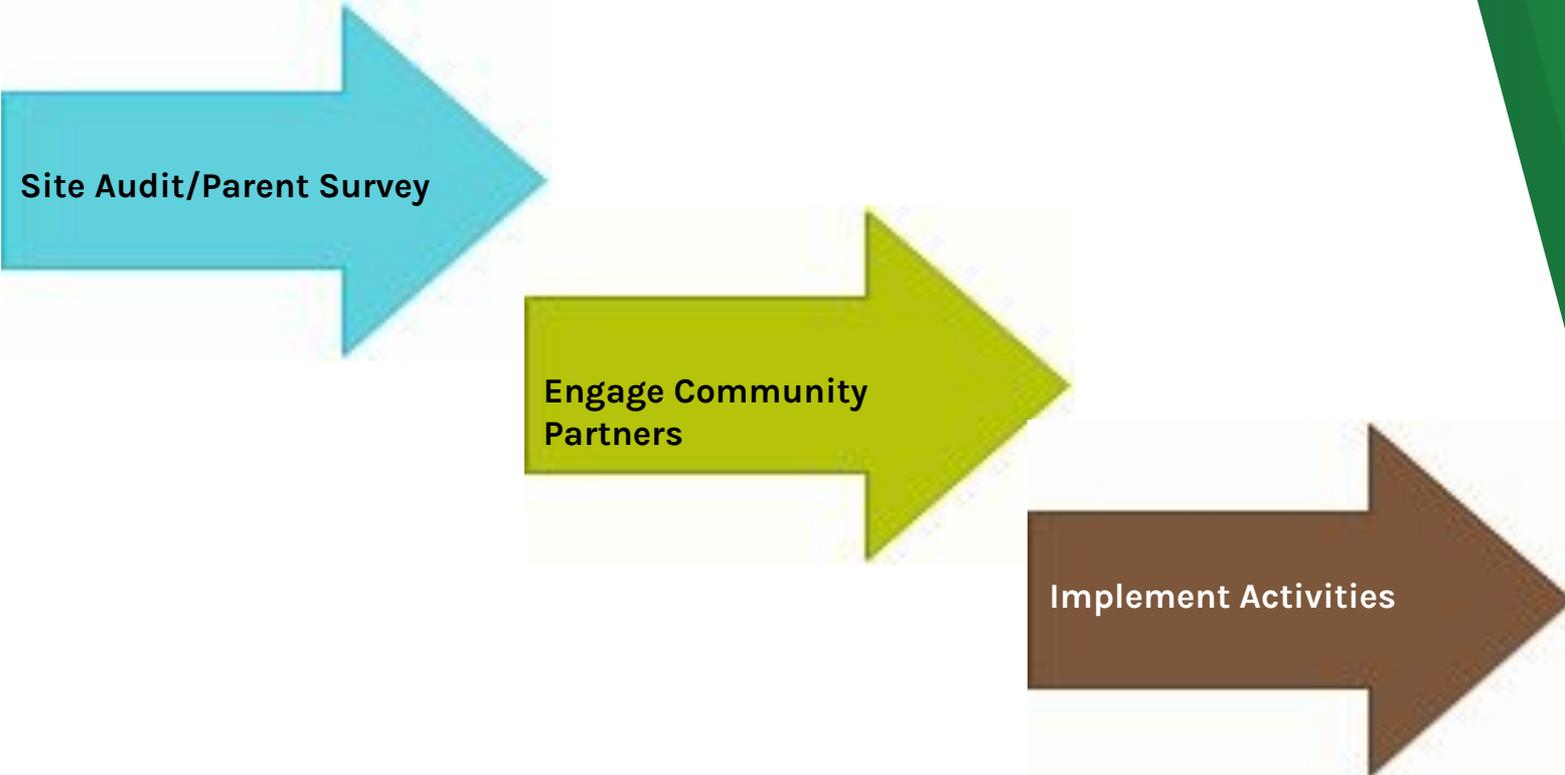
# Questions and Discussion - Elementary and Preschool Models





# On-Campus Activities

# On-Campus Activities Timeline



Site Audit/Parent Survey

Engage Community  
Partners

Implement Activities

# Current On-Campus In-Person Activities

## CIF Athletic Teams (9-12th grade, 500+ students)

- Conditioning practices in small pods
- Football, water polo, cross country, track and field, ski and snowboard, baseball, softball, tennis, golf, field hockey, and volleyball

## Robotics (9-12th grade)

- 4 pods of up to 16 working on robot and preparing for competition
- No overlap between pods

## School Gardens

- Parents/students/staff working in school gardens



# Parent Survey- On Campus Activities

**Survey Window:** January 27 - 31

## Results

- 1922 Parent responses
  - English survey - 1883
  - Spanish survey - 39
- 55% Currently participating in extracurricular activities
- 83% Desire more opportunities for on-campus activities
- 354 Parents willing to volunteer



# Activity Suggestions from Principal Interviews and Parent Survey

## Movement Activities

- 7th and 8th grade sports teams
- Elementary running clubs
- Sports-related games

## Gardening/Outdoor Nature Activities

## Art/Music/Drama/Dance

## Hands-on Activities

- CTE (welding, auto, bike shop, robotics, FFA)

## Connection Activities

- Friendship Day/Friendship Groups/Lunch Bunch
- Book Clubs, Debate Team, BSU
- Web (7th grade), Link Crew (10th grade)

## Graduation/Senior Activities

# Questions and Discussion - On-Campus Activities



**Date by which Distance Learning would remain primary instructional model until the end of the year**



# Language from January 19, 2021 Board of Education Special Meeting

Develop and prepare ~~immediately~~ and implement (when conditions are met) a Hybrid Model that includes the primary and secondary grade levels, in-person and distance learning students, transition plans for current programs, transition plans of returning to distance learning if conditions require, and a deadline for when distance learning remains until the end of the school year.

## Questions and Discussion -

Date by which Distance Learning would remain primary instructional model until the end of the year

