



Return to Campus Model

February 4, 2021

Guiding Principles

Equity



Access



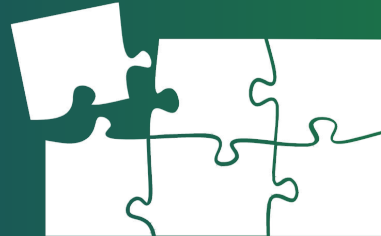
Innovation



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 |
|--|--|---------------------------------------|
| 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 |

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) |
|--|--|
| 28.3 Adjusted Case Rate | 21.6 Adjusted Case Rate |
| 6.7% Positivity Rate (7-day avg.) | 4.7% Positivity Rate (7-day avg.) |
| 14.6% Health Equity Quartile Positivity Rate | 12.1% Health Equity Quartile Positivity Rate |
| Yolo County will remain in the Purple Tier (Widespread) until at least: February 09, 2021* | |
| * This date may change. Tier assignment will be overruled if the Regional Stay Home Order is issued. | |
| Regional Stay Home Order Exit: | Effective: 01/12/21 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

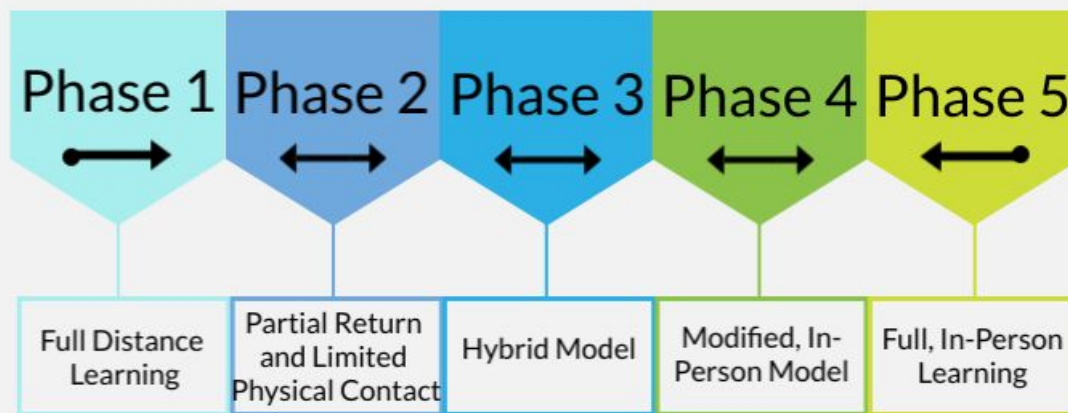
Staff Cases
31

Active Cases

Student Active Cases
12

Staff Active Cases
3

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



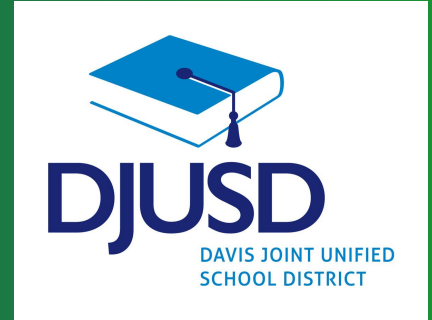
County/State/National
Policies



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)

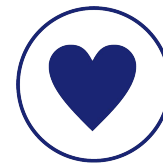
Wednesday: Asynchronous Learning/Teacher Prep & Collaboration

- 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

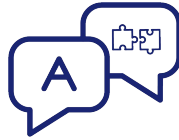
- Physical Distance of six (6) feet between students and staff
- Face covering worn on campus by staff and students at all times unless medically exempt
- Frequent handwashing and use of hand sanitizer
- Daily regular cleaning/disinfection of rooms & high touch areas
- Daily self-screen for health at home prior to coming on campus
- Stay home when sick and email covid19reporting@djUSD.net
- 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 Teacher Collaboration and Staff Meeting, Preparation Time (240 minutes per week) | 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 | | 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 |
| 11:00-12:00 | Sac lunch outside, bathroom break and prepare for rest time | Sac lunch outside, bathroom break and prepare for rest time | 9:15- 3:00: Asynchronous student Distance Learning | 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 | Teacher Collaboration and Staff meeting, Preparation time (240 min per week) | 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

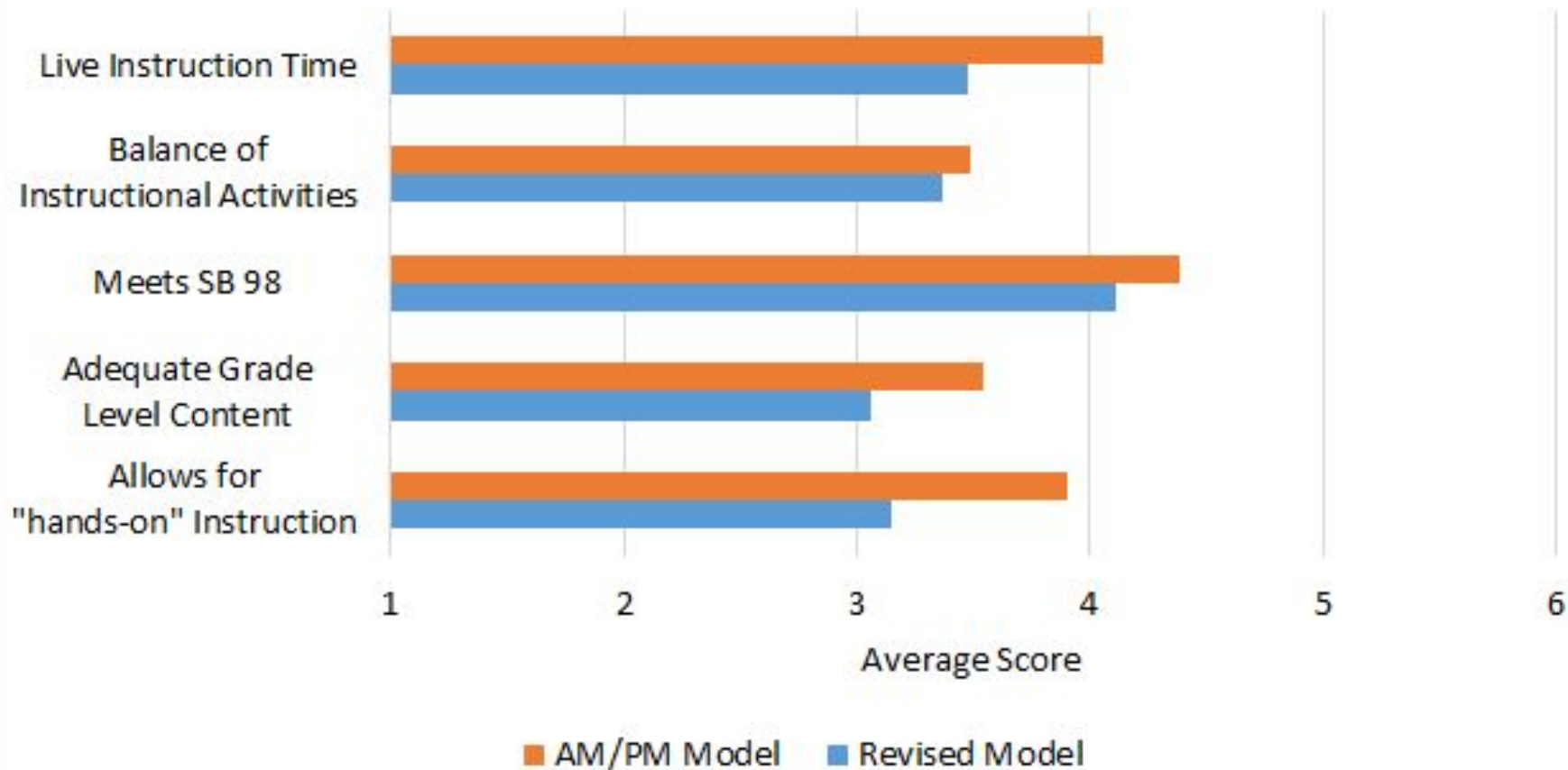
- DJUSD Elementary Staff Action Team (50 members)
- Superintendent's All Advisories (23 members)

- Rubric Survey (Elementary)
 - 23 Indicators evaluated
 - Five categories (Health/Safety, Efficacy of Instruction, SEL, Equity/Access, Structural Compatibility)

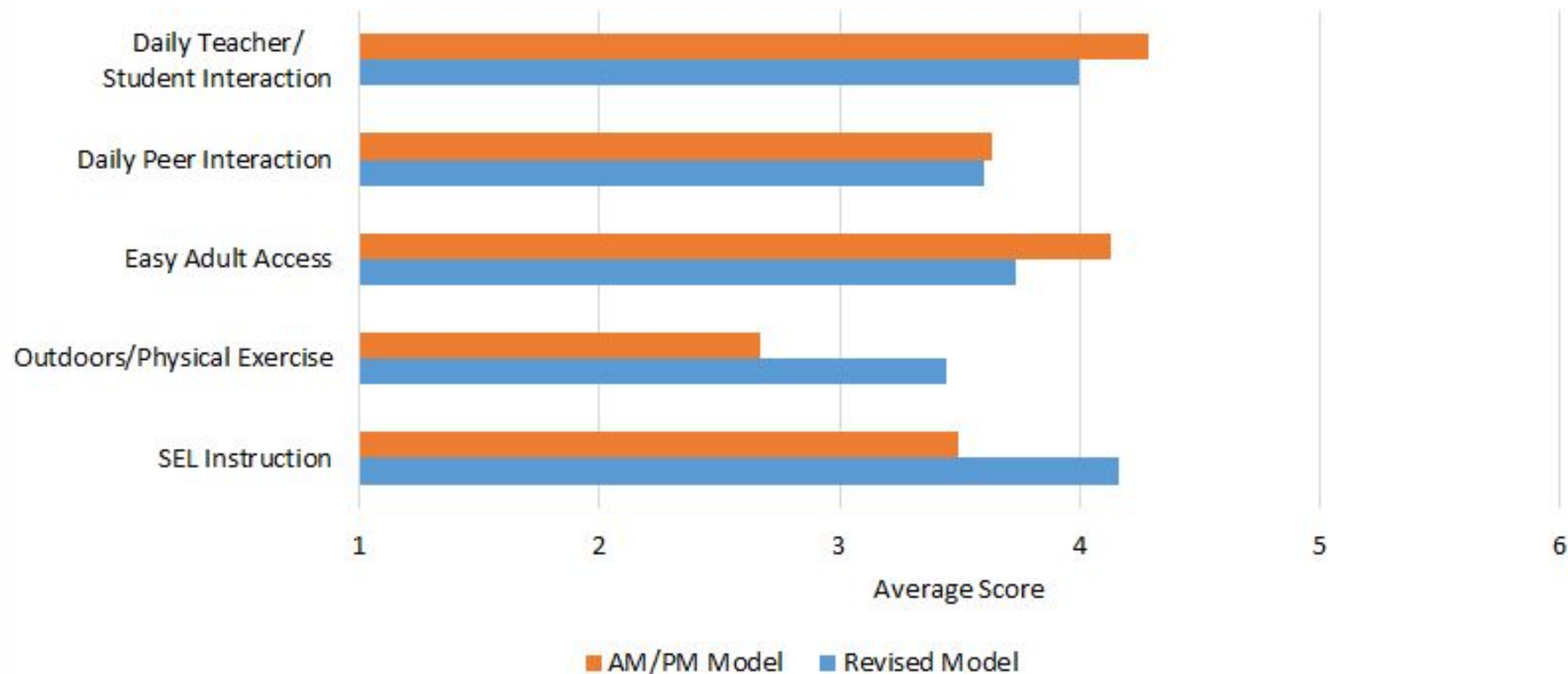
Health and Safety



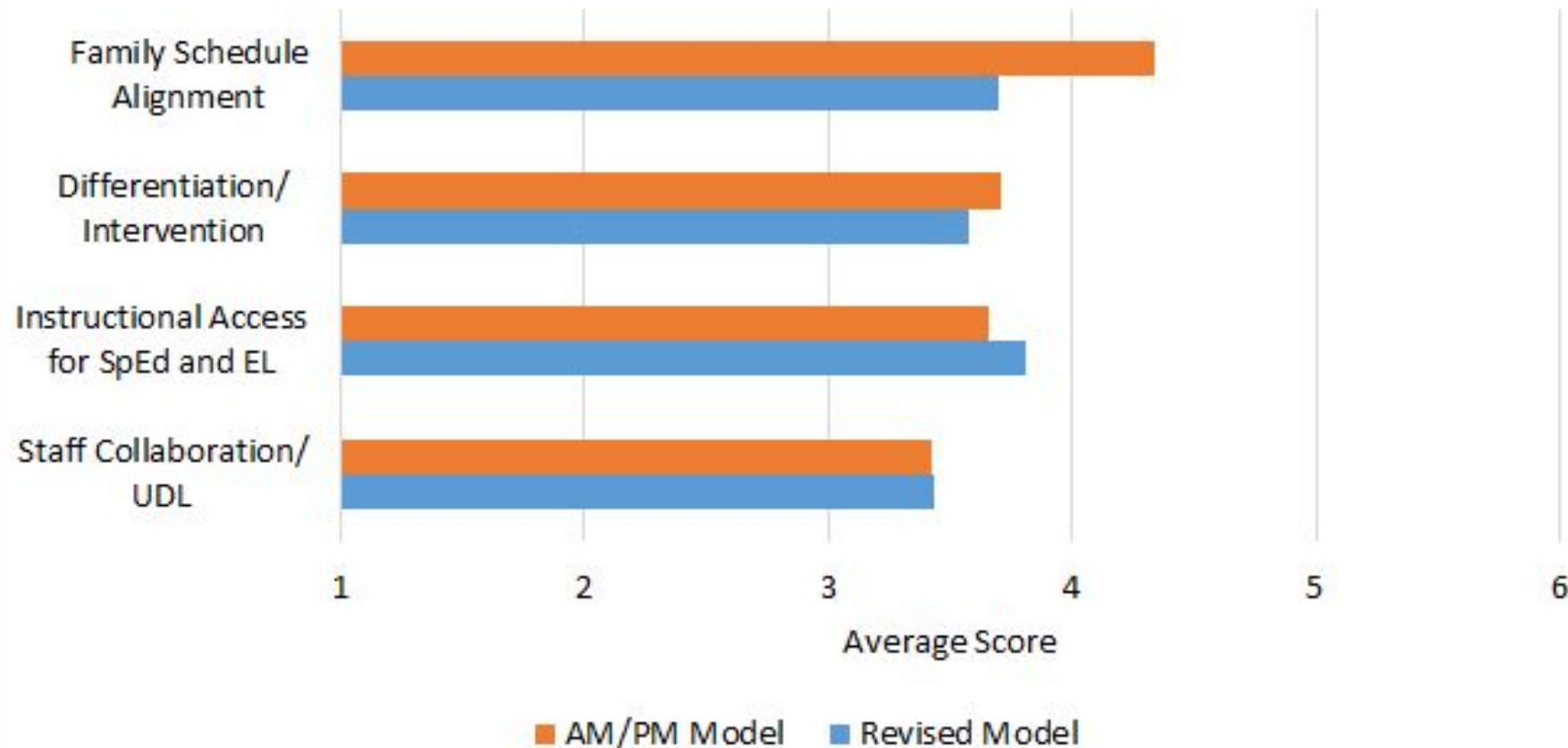
Efficacy of Instruction



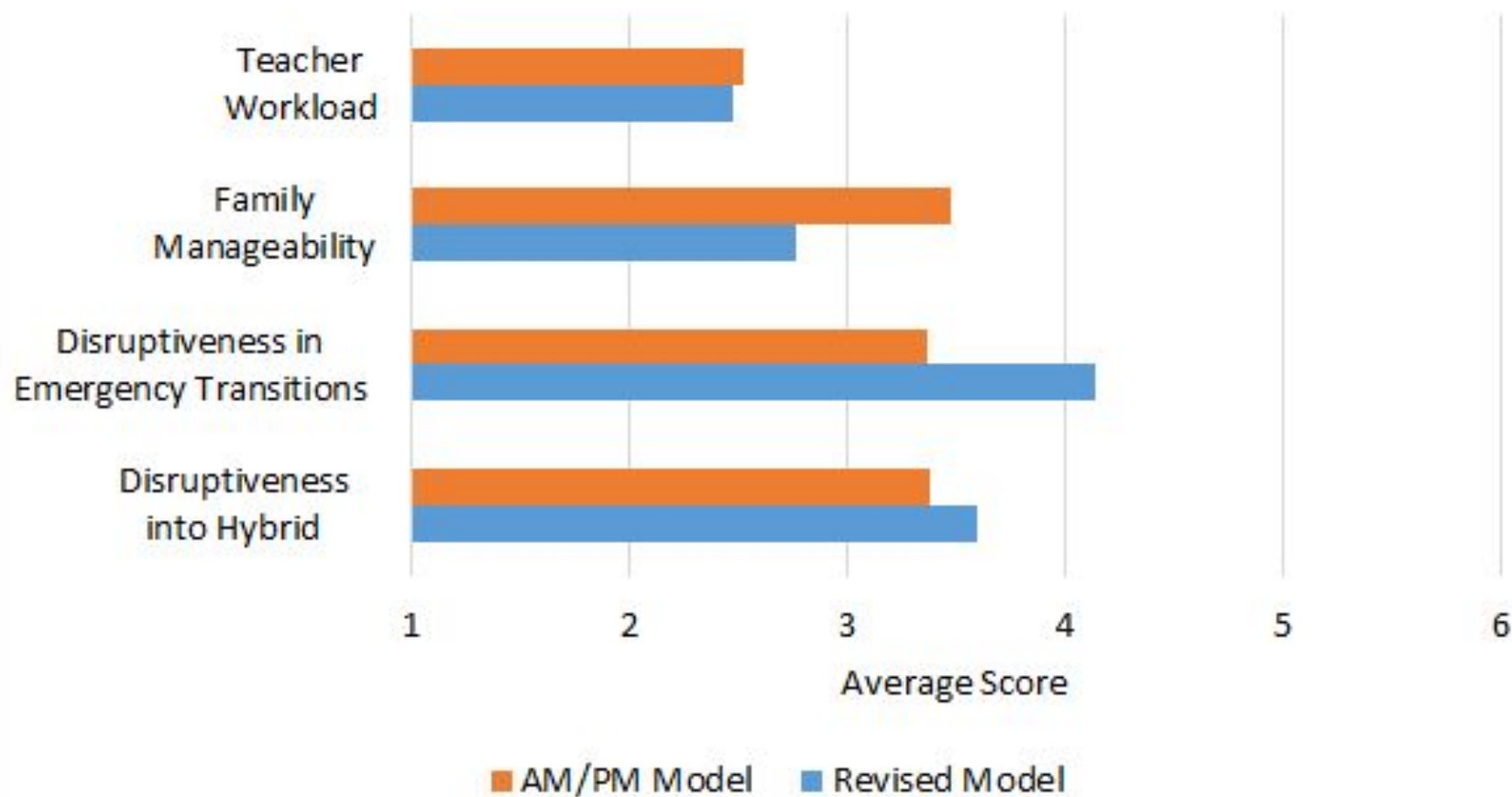
Social Emotional Learning



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

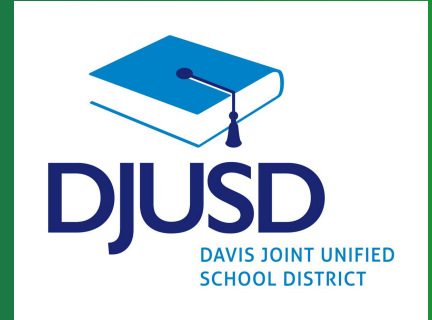
- Canvas Collaboration Spaces
- Small Support/Collaboration Groups

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

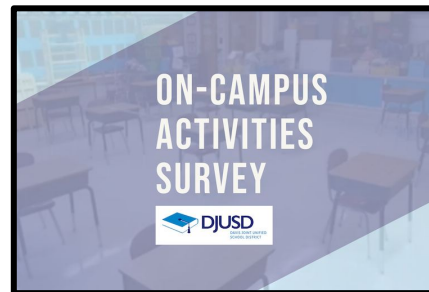


Parent Survey- On Campus Activities

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

