



# Opening of Schools Update Board Meeting

August 20, 2020

Agenda Item No. 7.1

Presented by:

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# Agenda

- Vision/Guiding Principles
  - Health and Safety
    - Nutrition
  - Learning Options
  - Human Capital
- Student and Family Supports
- Enrollment Management
  - Expanded Learning
  - Student Scheduling
  - Expected Guidance
  - Academic Supports
    - Next Steps



# Vision Statement

Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.



# Guiding Principles

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.
3. Agility: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.



*return*  
**to PLAY**

*return*  
**to NUTRITION**

*return*  
**to SUPPORT**

*return*  
**to CONNECT**

*return*  
**to LEARN**

*return*  
**to HEALTH**



## In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time *if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.*

County Watch List Criteria	Sacramento County Data
Case rate greater than 100 per 100,000 people	140.2
Testing positivity greater than 8% (7-day avg)	7.2%
Hospitalization rate increasing more than 10%	decreased by 4.5%
Less than 20% of ICU beds available	24% of ICU beds available
Less than 25% of Ventilators available	54% of ventilators available

# How do we keep ourselves and others safe?



Physical Distancing

Designing spaces and movement patterns to support physical distancing – spacing of 6 feet



Hand Hygiene

All students & staff must wash or disinfect their hands frequently. Signage will be widely posted



Face Coverings

Wearing a cloth face covering is required for all SCUSD staff, 3-12 grade students, caregivers & visitors



Cough Etiquette

Reinforce respiratory hygiene or cough/sneeze etiquette, including use of tissues and elbows by using signage, training, and lessons.



Screening

Screen for symptoms at home and remain home if symptomatic. All students & staff be screened for symptoms, temperature, exposure, international travel.



# How will we conduct Health Screenings?

Are you experiencing any COVID-19 symptoms that are new to you that you can confirm are not related to any ongoing condition that you have previously or regularly experienced?

Are you taking medication that may mask or disguise symptoms?

Is someone in your household or someone you have had close contact with (15+ min within 6 ft) ill or presenting COVID-19 symptoms?

In the last 14 days have you traveled outside of the US?





# *return* *to* **NUTRITION**

## **Nutrition Services Meal Requirement Changes**

- Summer meal flexibilities and waivers end August 31, 2020
- When school starts, USDA will require meals to be offered through the National School Lunch Program and School Breakfast Program with limited flexibilities
- USDA requires that Nutrition programs verify and track student enrollment and meal eligibility status for each meal served
  - Purchase of technology for curbside implementation was necessary
  - Students also enrolled in associated charter schools, child care head-start and state programs also need to be verified
- Legislators have introduced the Pandemic Child Hunger Prevention Act which would provide universal free meals during COVID-19

## **Distance Learning Curbside Meal Distribution at 44 School Sites**

- Breakfast and lunch will be served curbside Monday/Wednesday/Friday covering all 5 days of distance learning
- All students who are enrolled at a Community Eligibility Provision (CEP) school receive meals at no cost
- All students who are enrolled at a non-CEP School must apply for and qualify for free/reduced lunches
- Students who don't qualify for free/reduced meals will be charged for lunches only; all SCUSD students qualify for free breakfast

## **Communications To Our Families**

- Communications to families will include handouts with summer meals, emails, texts, and the E-connection in multiple languages
  - Direct mail meal eligibility letter will be sent to all enrolled students with student ID barcode to be scanned curbside for efficient meal distribution. Student ID card, class schedule, and other enrollment documents may also be used



## Learning Options Survey Highlights

We received 22,952 unduplicated parent/guardian responses during the survey window from 7/27 to 8/10

- Approximately 68% of respondents preferred blended learning or in-person learning if state and county health officials have deemed it safe to return to school
- Approximately 47% of respondents indicated that the live instruction is the most important part of distance learning
- Approximately 80% of respondents reported that their students have a computer available for distance learning
- Approximately 82% of respondents specified that they have access to internet service



# Employees, Employees, Employees

Certificated Positions Filled 121	Classified Positions Filled 15	New Hire/Virtual New Employee Orientation 66
Leaves 146	 An illustration of a hand holding a gear with the words "HUMAN RESOURCES" inside. The gear is surrounded by several smaller gears, each containing a human silhouette icon.	Attrition 86
Percentage of fully staffed classrooms 98%	Transactions 4,083	Employees Who Remain Laid Off



# Declaration of Intent to Return

Yesterday, we began surveying our employees. As of mid-day August 19, with 583 responses, the data for employees show:

- 41 reported the following a need for REMOTE WORKING: I have an underlying condition that may put me at risk of illness due to COVID-19 and thereby may require an accommodation to perform my job.
- 34 reported the following a need for PHYSICAL WORKSITE: I have an underlying condition that may put me at risk of illness due to COVID-19 and thereby may require an accommodation to perform my job.

Employees indicating they need accommodations will receive a communication that will provide directions on engaging in an interactive process with Risk Management, supported by HR.

The interactive process will include a review of medical documentation, meeting with the employee, and determination of what, if any, accommodations can be made.

# Family Supports for the Start of School

Zoom Guide for Parents	August 25 <sup>th</sup>	5:30 PM
	September 1st	3:00 PM
Parent Guide to Google Classroom	August 26 <sup>th</sup>	3:00PM
	August 27 <sup>th</sup>	3:00PM
	September 1 <sup>st</sup>	5:30PM
Back to School parent support for Bowling Green	August 17-21st	5:30PM
Parent Distance Learning Toolkit	On Request	
Virtual Volunteer Protocol		

# Distance Learning at SCUSD

- START HERE
- Technical Support
- Tutorials
- Parent Toolkit
- Forms & Notices



START HERE  
 to find all the resources  
 your family needs  
 for Distance Learning

- Request a Computer
- Internet/Wifi Resources
- Technical Support
- Back to School Information
- Clever Portal
- Translate this Website

# La educación a distancia en SCUSD

**EMPIEZA AQUI** | Soporte técnico | Tutoriales | Kit de herramientas para padres | Formularios y avisos



EMPIEZA AQUI  
 para encontrar todos los recursos  
 tu familia necesita  
 para el aprendizaje a distancia



# Keeping Families Connected

## Chromebook Distribution/Internet Access

- Compliance with SB98 and Education Code 43503.(a)(1) regarding provisions of access for all students to connectivity and devices to participate in Distance Learning
- Family Survey of Learning Options closed on August 10th - data collected pertaining to students access to devices and connectivity
  - Does your student have a computer to participate in Distance Learning?
  - Do you need internet service?
- New Distance Learning Tab in Infinite Campus to input and monitor device and connectivity data on a weekly basis
- Attendance and Engagement Team distributed Chromebooks to students through the summer/supporting distribution of Sac City Kids Connect codes
- IASs are supporting Principals with ensuring all students have a device and connectivity, as per SB98
- Sites are preparing to distribute Chromebooks and connectivity resource to students during material distribution days to ensure 1:1 access for students in need prior to the start of school



# Student and Family Engagement

- Unreachable Students
  - 110 students - 81 Zero Contact/ 29 Some Contact, Zero Engagement
  - Home Visits - 368 Households/ 818 students
- Connection/Connectivity
  - Engagement Office
  - Family and Community Empowerment (FACE) Office
- Communication and Support for Students and Families
  - First Day of School Communications- Home Languages
  - “Start Here” Website
  - DL Toolkit -Future Webinars
  - Pre-start to School Events (FACE team)

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**to** **CONNECT**



# Student Enrollment

## Adjustments Made to the Enrollment Process and Procedures in Support of Families During COVID-19

- **Parents have more options to enroll their child.**
  - Online registration is available 24 hours a day 7 days a week.
    - <https://www.scusd.edu/covid-19-enrollment-registration-form>
    - Parents can submit an application online and a technician will contact them by email.
- **The Enrollment Center Lobby is open** (self-service only)
  - Monday through Friday 8 am to 1 pm; parents can pick up and drop off Preschool through 12th grade paper applications.
  - Lobby is disinfected daily.
  - Paper applications are picked daily and processed along with online applications in the order they are received.
- **School site enrollment application drop off is available August 24 - September 4, 2020.**
  - Non-contact monitored application pick-up and drop -ff at respective school sites.
  - Applications dropped off in a monitored drop box during the hours of acceptance (times set by school site).
  - All staff and visitors will adhere to the following public health measures:
    - Practice physical distancing at all times
    - Wear a Cloth Face Covering
    - Frequently wash or sanitize hands
    - Screen themselves before entering the site
    - Use cough/sneeze hygiene
- **The Matriculation Orientation Center (MOC) will monitor language phone lines**
  - Parents will be able to leave a phone message in their desired language and will be contacted by MOC support staff.



# Expanded Learning Programming

- **SCUSD Expanded Learning:** All Expanded Learning programs will provide support to students during their synchronous and asynchronous distance learning depending on the needs of each school community.
- **Distance Learning Support:** home visits, phone calls, connecting families and students to different resources, providing social emotional help, online enrichment classes, small group instruction, tutoring classes, homework support, credit recovery courses and elective courses at high schools etc.
- **Learning Hubs:** In order to serve our highest need students and families, we will be piloting in-person learning hubs at three school sites with the help of a community partner. Our intention is to expand learning hubs at all of our expanded learning elementary sites.



## Student Schedules and Co-horting

### **What is cohorting, and how does it work?**

Cohorting (sometimes called podding) is a strategy to prevent the spread of COVID-19 by limiting cross-over contact between groups. These strategies work by keeping groups of individuals together, such as students and staff. Individuals within a cohort will limit physical proximity with other cohorts as much as practically possible.

- **In secondary school cohorting may not be possible. To ensure secondary students have access to the courses and content they need, students and staff may be part of several classrooms with different groups of students.**

### **Cohorting helps us:**

- Decrease opportunities for exposure or transmission of COVID-19
- Break the chain of transmission
- Reduce contacts with shared surfaces
- Facilitate efficient contact tracing in the event of a positive case, and
- Allows for targeted COVID-19 testing, quarantine, and/or isolation of a single cohort (i.e classroom) in the event of a positive case within a cohort



## Expected guidelines from CDPH & SCPH

### Potentially Allowable Activities:

- 1:1 Assessments & Evaluations
- English Language Proficiency Assessments (ELPAC)
- Emergency mental health supports
- Outdoor classroom/learning activities



# Distance Learning

- **Distance Learning Instructional Practices**
  - Priority Standard Scope and Sequence
  - Six step process
  - Universal Design for Learning
  - Ability to regularly monitor academic and social and emotional performance
  - Aligned professional learning for site leaders and teachers
- **Special Education Accountability and Support**
  - Increased access and interaction with teachers and related service providers
  - Small group targeted instruction
  - Training for administrators and teachers
  - Documentation in IEP amendment of how services are being provided during Distance Learning

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**to LEARN**



## **Professional Learning for School Leaders and Teachers:**

- Google Classroom Use and Organization
- Instructional Technology Tools and Building Relationships
- Universal Design for Learning
- ELA and math scope and sequence
- SEL Mini Lessons
- Special Education Supports
- District Common Assessments

## **District Common Assessments:**

- ELA and math assessments at the beginning of the year to diagnose unfinished learning and identify areas where we need to accelerate learning for students. Relationship building comes first.
- Foundational skills assessments for K-2 (beginning, middle and end of year)
- 2 math interim assessments per grade level/course
- 2 or 3 ELA interim assessments per grade level
- 2 School climate surveys for grades 3-12 (October and March)
- PSAT 8/9, PSAT 10, SAT for 11th. (Spring - exact date TBD)

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## Our Call To Action

We approach this work with racial humility and a recognition that we have failed to address systemic racism (i.e, disproportionality of suspensions for African American students, achievement gap, implicit biases, etc). We are committed to a sustained journey of explicit and purposeful learning, reflection, and practice of eradicating systemic racism in our SCUSD schools. We understand that there is no right path, but we must stay the course in having these difficult conversations, even when the conversation is uncomfortable. Together we can build collective efficacy to continue to cultivate belonging for ALL.

# THE ANTI-RACIST CLASSROOM



Pledge

## COMMIT

Pledge to be Anti-Racist



## LEARN

Books, podcasts and other resources



## REFLECT & CONNECT



## COMMUNITY, BELONGING & HEALING



## Building Our Collective Efficacy

- Adult SEL with an emphasis on Focused Awareness: Self, Others & System
  - Anti-Racist Virtual Learning Classroom: Learn. Reflect. Connect. Belong.
  - Turn Around for Children: Understanding the neuroscience behind trauma
    - 3 Rs: Routines-Relationships-Resilience
- In Classrooms:
  - SEL monthly lessons that include connections to Equity & Social Justice Standards
  - Ethnic Study Curriculum: curricula focus on institutional racism, systemic racism, power, oppression, interracial solidarity movements, and youth driven policy advocacy



## Next Steps

- Finalize all components of the Return Together Plan
- Determine how to best meet the needs of students with disabilities and other vulnerable populations
- Continued outreach with stakeholders
- Complete negotiations with labor partners
- Refine communication planning and development of site toolkits and materials
- Provide additional resources and support for parents
- Develop metrics to inform us of the appropriate time to return to in-person school
- Create distance learning performance metrics



## Discussion and Questions