



2022-2023 Opening of Schools Update

Board Meeting
September 15, 2022
Agenda Item No. 8.1

Presented by:

Student Support & Health Services
Facilities & Operations
Nutrition Services
Human Resources
Technology Services

Strategy and Continuous Improvement
Curriculum and Instruction
Legal Services
Communications
Safe Schools
Communication Office



Acronyms

LCM: Lead Campus Monitor

SBAC: Smarter Balanced Assessments

SO: Safety Officer

CSSP: Comprehensive School Safety Plans

CDC: Centers for Disease Control

CDPH: California Department of Public Health

OTC: Over The Counter

Agenda

- Student Support and Health Services Update
- Academic Achievement Data Update
- Professional Learning Update
- Facilities Update
- Nutrition Services Update
- Office of Safe Schools Update
- Human Resources Update
- Enrollment Update
- Communications Update

The main thing is to keep the main thing
THE MAIN THING

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options



**HAPPY
FIRST DAY
OF SCHOOL!**



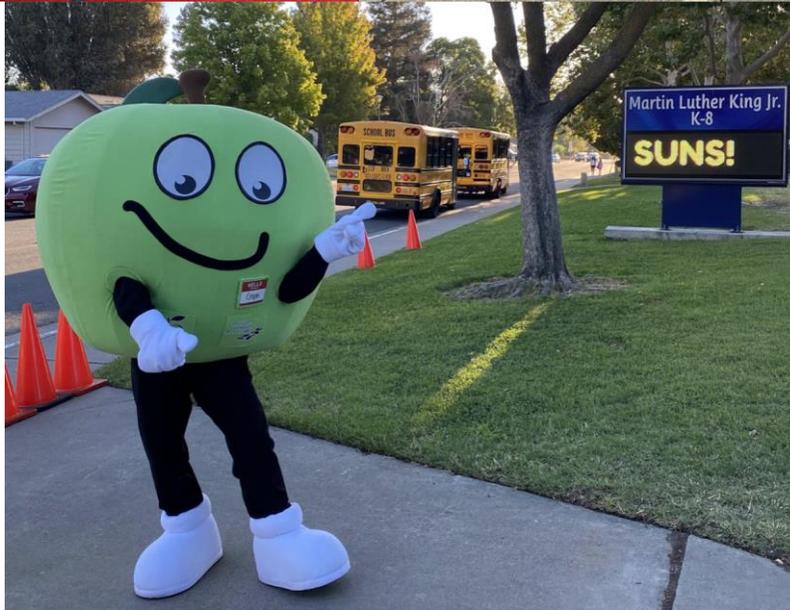
Sacramento City
UNIFIED SCHOOL DISTRICT





**HAPPY
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STUDENT SUPPORT AND HEALTH SERVICES

CDPH Covid-19 Guidance

22-23 COVID-19 Guidance for K–12 Schools to Support Safe In-Person Learning (6/30/22)

Disease management strategies in K–12 schools are guided by the principle that safe, in-person learning is critical to student well-being and development.

Guidance is based on current scientific knowledge and anticipated trends and is subject to change, as COVID-19 conditions can shift rapidly and our response in schools must remain nimble.

SMARTER Steps Protective Layers

No single intervention is perfect at preventing the spread of COVID-19. However, the more **"SMARTER Steps"** you take, the safer you, your family, and your community are against COVID-19.

- SHOTS**
Get vaccinated and boosted when you are due.
- MASKS**
Wear a mask with good fit and filtration.
- VENTILATION**
Meeting outdoors is safest. Improve ventilation indoors by opening windows and using portable air cleaners.
- TESTS**
Take a COVID-19 test if you have symptoms or had an exposure.
- ISOLATION**
Stay home if you're sick or test positive for COVID-19.
- TREATMENT**
Talk to a health care provider about treatment options if you have symptoms.

COVID-19 Virus | Misinformation Mouse

<https://bit.ly/CASmarterSteps>

Face Masking

CDC Community Level Ratings:

- Low & Medium levels
 - face masking *strongly recommended indoors*
- High level
 - face masking *required indoors*
- Moving between required or recommended levels would occur the following Monday after the CDC community level is updated on Thursdays
- *State or county public health order would supercede this local policy*

County	Hospital Adm per 100K	COVID Cases per 100K	CDC Level	Date Updated
Sacramento County	17.1	294.96	High	6/30/2022
Sacramento County	15.4	283.75	High	7/7/2022
Sacramento County	17.8	262.88	High	7/14/2022
Sacramento County	15.9	257.53	High	7/21/2022
Sacramento County	17.6	243.55	High	7/28/2022
Sacramento County	14.1	188.52	Medium	8/4/2022
Sacramento County	15.1	172.67	Medium	8/11/2022
Sacramento County	13.6	161.21	Medium	8/18/2022
Sacramento County	13.6	158.11	Medium	8/25/2022
Sacramento County	13.0	144.58	Medium	9/1/2022
Sacramento County	11.0	126.8	Medium	9/8/2022

COVID-19 Testing



CARE ROOM:

- Testing available at all schools during the school day
- Symptomatic, exposure and OTC distribution



TESTING DAYS:

- Weekly testing provided to district departments outside of Serna
- Weekly testing day/time provided to secondary schools for high risk groups or activities



REGIONAL CENTERS:

- 3 Regional Testing Centers (Mon - Fri)
- Serna Center open 8am - 2:30pm
- Meadowview open 10am - 6pm
- Albert Einstein open 4-7pm
- Open to all students, staff & household members



OVER THE COUNTER:

- Routine distribution of OTC tests as available for all students, staff & contracted staff
- Return from long holidays, symptomatic or exposure testing
- Must upload results to Primary Health
- Sept provided 95,000 OTC kits

COVID Mitigation

Health Aides

- Health Aides staffed at all school site Care Rooms
- 1-2 HAs per site

Vaccination:

- SCUSD weekly COVID vaccine clinics every Tuesday from 4-6pm
- Open to everyone 5+
- Pfizer bivalent vaccine coming soon for everyone 12+

Contact Tracing:

- Continue contact tracing to track and stop the spread of COVID
- Providing isolation guidance that allows individuals to safely return as soon as possible
- Provide exposure notices to entire class/cohort & staff

Filtration:

- Maintain all increased filtration in school and district buildings

Maintain readiness for the unknown

School Required Vaccinations

- Immunization (IZ) Clinic open since early August
- Providing translation of vaccine records and entry into the California Immunization Registry (CAIR)
- 437 students provided 1,069 vaccination
- Catching up on vaccinations
 - Approximately 680 kinder, 1st, 7th and 8th grade students need vaccine records for the 22-23 school year
 - Lower than last year, but not back to pre-pandemic levels

Covid Recovery - Health Services Staffing

Current Staffing

- 33** School Nurses
- 2** Lead Nurses
- 11** Health Aides
- 3** Health Clerks
- 2** Health Technicians
- 1** Health Coordinator II

Vacancies

- 5** School Nurses
- 4** Health Aides
- 1** Health Clerks
- 1** Health Coordinator II

Recovery Plan

1 FTE School Nurse & Health Aide at each large secondary school

Lower caseloads to support Covid recovery to provide prevention & intervention support

Covid Recovery - Student Support Services Staffing

Current Staffing

- 32** School Social Workers
- 21** Mental Health Specialist/Coordinator
- 9** Youth & Family Mental Health Advocates

Vacancies

- 7** School Social Workers
- 4** Mental Health Specialist/Coordinator
- 3** Youth & Family Mental Health Advocate
- 1** Student Support Coordinator II

Recovery Plan

Regional Connect Centers to provide prevention & intervention services

All school sites receive dedicated Student Support Services staffing

Currently staffed at 72% of schools



ACADEMIC OFFICE & ACHIEVEMENT DATA

Academic Achievement - SBAC English Language Arts

Ethnicity/Race	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
White	708	598	926	1060	1986	60%	66%	(6)
Filipino	56	52	68	59	127	54%	60%	(6)
Asian	1215	812	948	695	1643	45%	49%	(4)
Hispanic	3626	2102	1663	788	2451	30%	35%	(5)
American Indian or Alaska Native	58	22	21	9	30	27%	28%	(1)
Native Hawaiian or Other Pacific Islander	268	100	66	25	91	20%	27%	(7)
Black or African American	1403	526	359	97	456	19%	24%	(5)
Two or More Races	462	292	427	396	823	52%	54%	(2)
Grand Total	7796	4504	4478	3129	7607	38%	43%	(5)

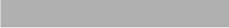
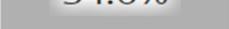
Program Participation	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
Socioeconomically Disadvantaged	5913	2771	2119	880	2999	26%	34%	(8)
Received Special Education Services	1958	457	244	113	357	13%	14%	(1)
English Learner	2552	910	351	53	404	10%	9%	1

Academic Achievement - SBAC Math

Ethnicity/Race	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
White	929	759	768	834	1602	49%	54%	(5)
Filipino	78	63	41	52	93	40%	50%	(10)
Asian	1510	957	629	634	1263	34%	42%	(8)
Hispanic	4671	1996	1014	521	1535	19%	25%	(6)
American Indian or Alaska Native	73	25	11	4	15	13%	18%	(5)
Native Hawaiian or Other Pacific Islander	303	101	43	17	60	13%	15%	(2)
Black or African American	1735	429	155	56	211	9%	13%	(4)
Two or More Races	622	338	292	321	613	39%	42%	(3)
Grand Total	9921	4668	2953	2439	5392	27%	33%	(6)

Program Participation	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
Socioeconomically Disadvantaged	7248	2646	1220	636	1856	16%	24%	(8)
Received Special Education Services	2125	355	164	116	280	10%	11%	(1)
English Learner	2865	799	234	85	319	8%	10%	(2)

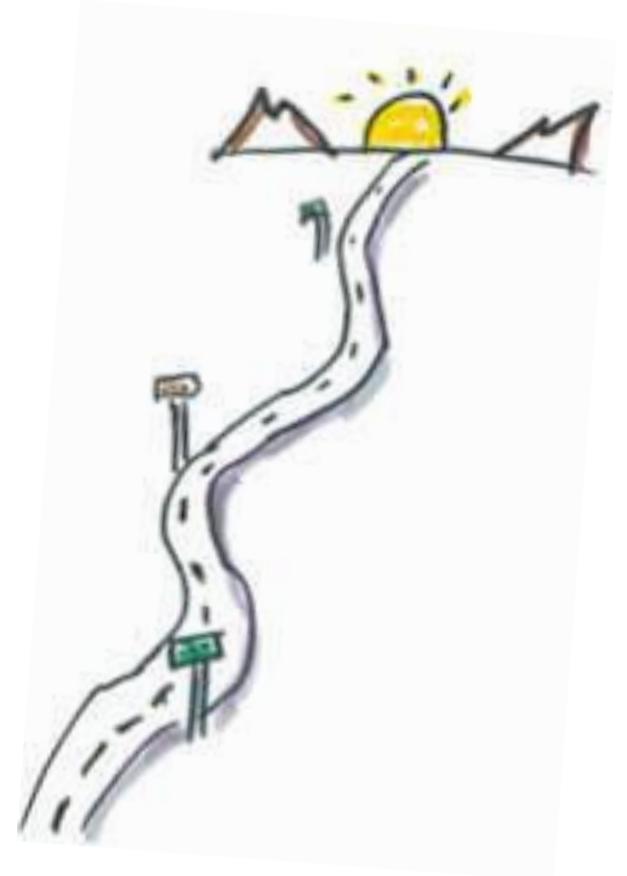
Academic Achievement - Interim Assessment Participation

 		20-21 EOY ¹	21-22 Q4 YTD
ID	Indicator		
14668 Show Info	▶ Percent of students who took at least one ELA interim DCA and at least one Math interim DCA. 	32.9% 	27.4% 
14662 Show Info	▶ Percent of students who were included in the Non-duplicated count (Low Income, Foster, Homeless, EL) AND who took at least one ELA interim DCA and at least one Math interim DCA. 	31.5% 	27.3% 
14663 Show Info	▶ Percent of Long Term English Learners who took at least one ELA interim DCA and at least one Math interim DCA. 	29.2% 	25.8% 
14664 Show Info	▶ Percent of EL students who were Borderline Eligible for RFEP based on ELPAC who took at least one ELA interim DCA and at least one Math interim DCA. 	54.6% 	43.6% 
14665 Show Info	▶ Percent of Grades 1 and 3 students who took at least one ELA interim DCA and at least one Math interim DCA. 	35.9% 	29.9% 
14666 Show Info	▶ Percent of students who received Special Education services who took at least one ELA interim DCA and at least one Math interim DCA. 	23.2% 	18.8% 
14667 Show Info	▶ Percent of students who were BOTH chronically absent and had at least one suspension who took at least one ELA interim DCA and at least one Math interim DCA. 	18.6% 	20.7% 

MTSS Tier One High Quality Instruction

Problem of Practice V9.0

We have failed to define and implement a coherent professional learning model focused on **high-quality tier-one instruction (HQI) within a multi-tiered system of supports (MTSS)** for all students, resulting in unacceptably low achievement rates of 27% of students meeting standards in Math and 38% in ELA, and even lower among our most vulnerable students with significant racial disproportionality.



MTSS Tier One High Quality Instruction

Theory of Action

If we...

1. **develop** and implement a district-wide, strategic, three-year professional learning plan *that*
2. **defines high-quality, tier-one instruction** for black and brown students within a multi-tiered system of supports *and*
3. **empowers site leaders to engage staff** in creating site-based, district-aligned instructional frameworks tied to the School Plan for Student Achievement

then...

site leaders will have the support and capacity to implement and monitor effective tier-one instruction practices within our MTSS structure.

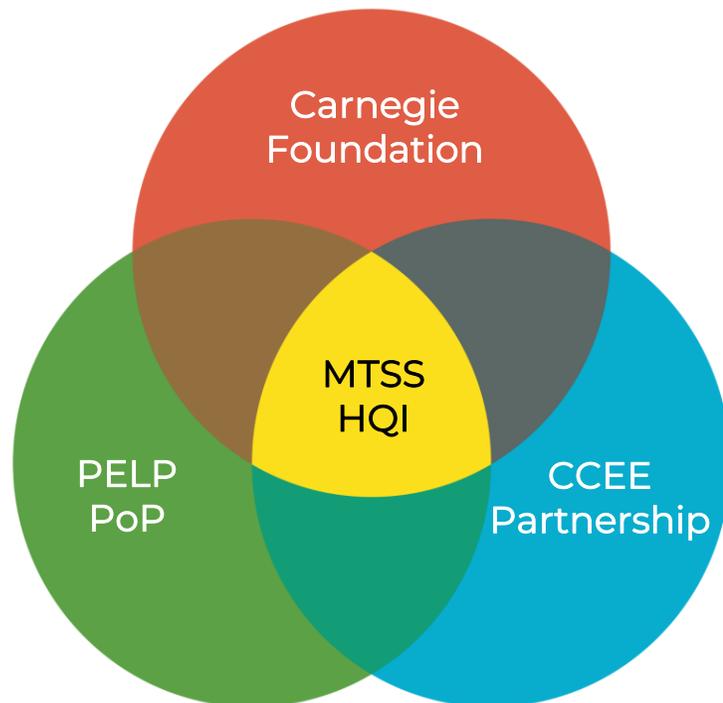
Defining HQI through Professional Learning

District Leaders

Site & Dept Leaders

Certificated Staff

MTSS Tier One High Quality Instruction & Compassionate Dialogue



MTSS Implementation

August 3 & 4

Instructional PL

August 1, 9 & 16

Operational PL

August 11 & 18

Optional Collaboration

August 22-26

MTSS Tier One High Quality Instruction PL & Collaboration

August 29-31

Professional Learning: Site & Dept Leaders

August 1, 9 & 16: Instructional PL

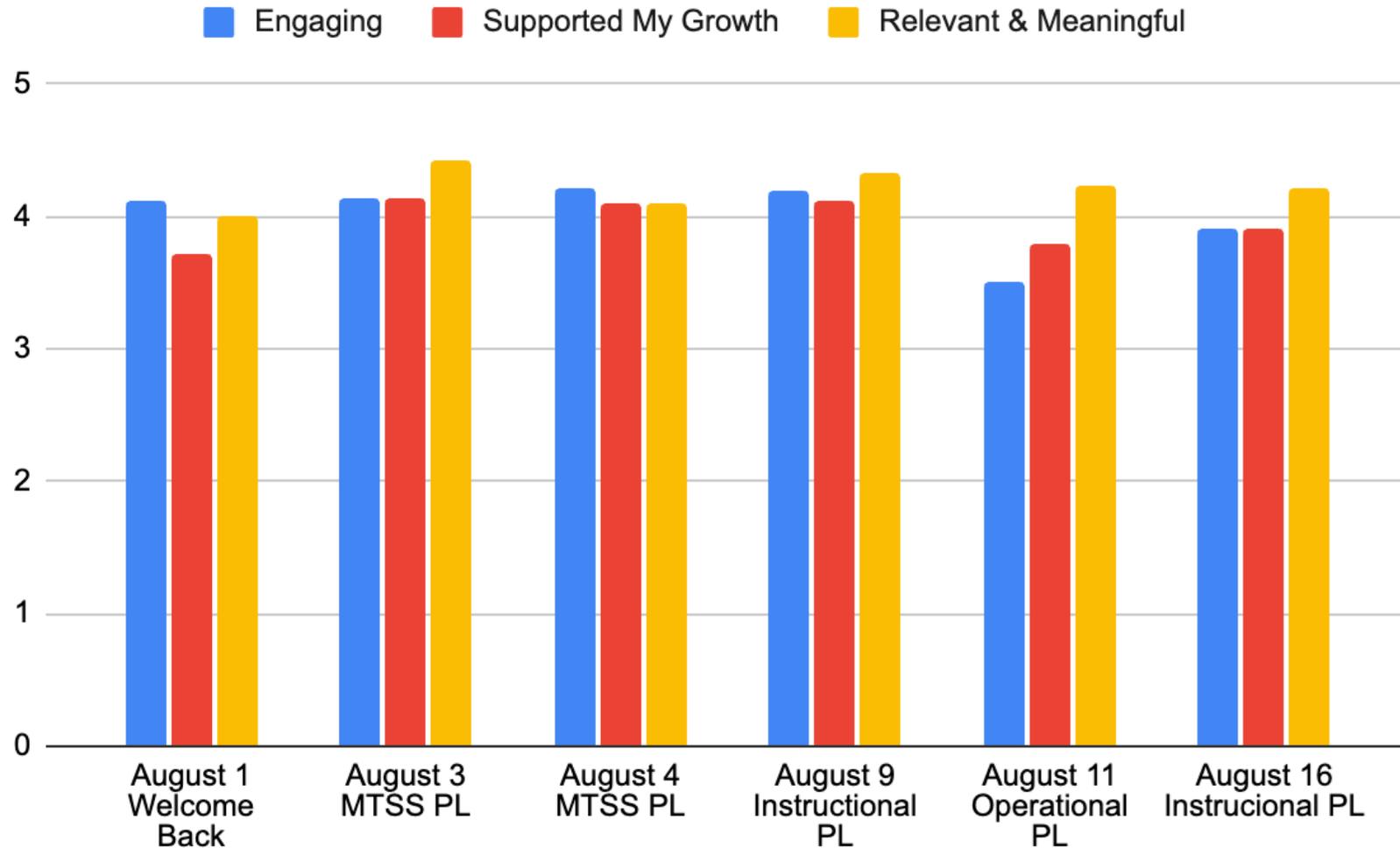
- Compassionate Dialogue
- Defining High Quality Instruction
- Preparation for Data-Based Decision Making
- Preparation for Site-/Dept-Based Certificated PL

August 3 & 4: MTSS Implementation PL

August 11 & 18: Operational PL

- Health & Safety
- Attendance & Engagement
- Communications
- Special Education
- Facilities

Professional Learning: Site/Dept Leaders



Professional Learning: Certificated Staff

August 29

- Building Community through Compassionate Dialogue*
- Implicit Bias
- LGBTQ+ Advocacy & Policy

August 30

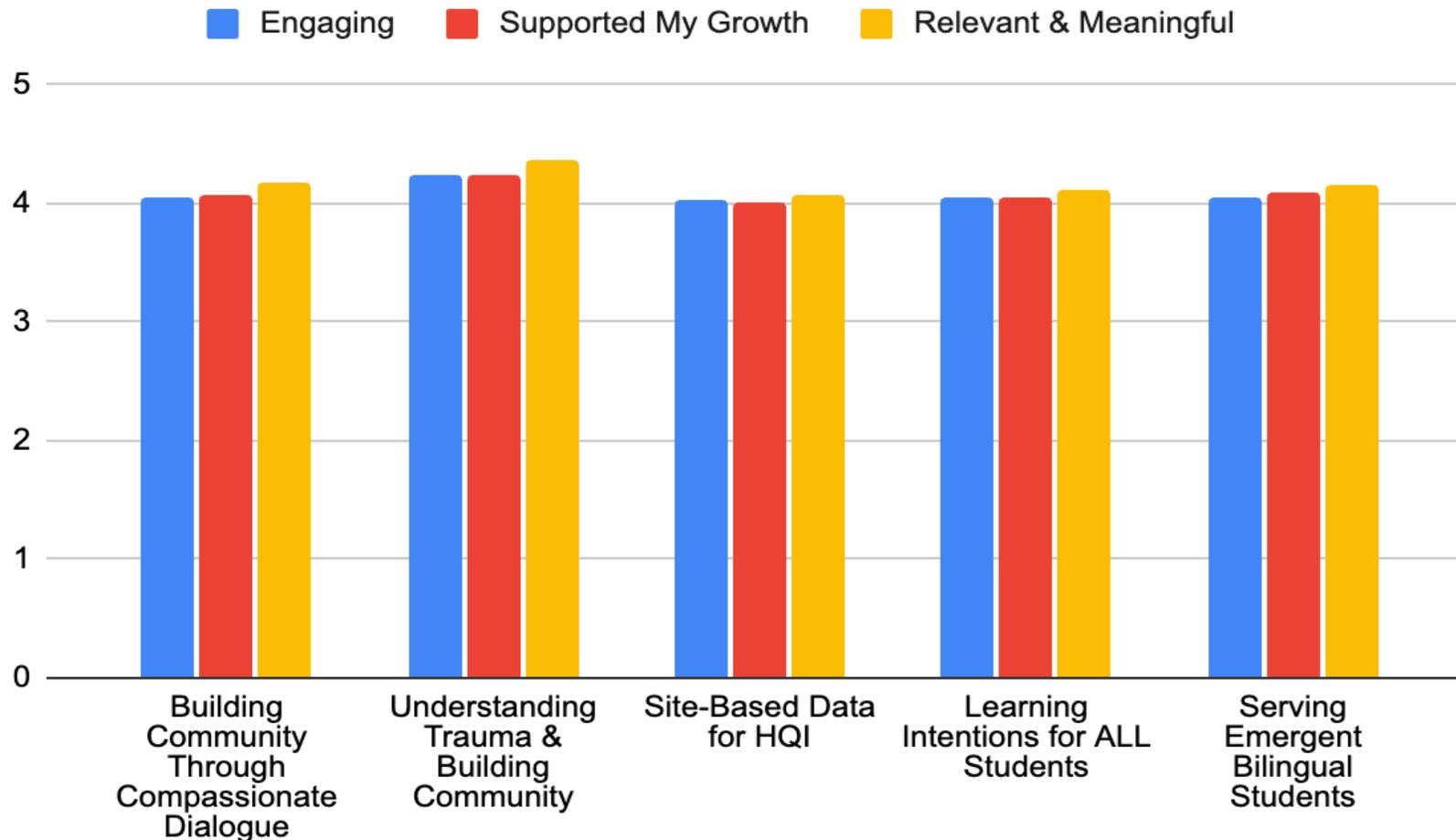
- Building Community by Understanding Trauma*
- Site-Based Data for High Quality Instruction*
- Learning Intentions for ALL Students*
- Behavior Advantage

August 31

- Mandated Compensatory Education Training
- Serving Emergent Bilingual Students*
- Site/Department Meetings & Collaboration

Professional Learning: Certificated Staff

Modules Designed by AO, Delivered by Site/Department Leaders



Professional Learning: Collaboration

Site/Department Leaders

- Collected and analyzed feedback data after each session to improve in real time
- Collaborated with site leaders to plan for August 16 Prep and August 29-31 Certificated PL

Certificated Staff

- Consulted with SCTA Equity Team on the design of August 29 and collected input on structure of all three Certificated PL days

As a result, the initial PL was adjusted to:

- Increase facilitator flexibility
- Build collaborative work time into as many sessions as possible on all three days
- Include two sessions on Wednesday afternoon for site-based meetings and collaboration time
- Increase Diversity, Equity & Inclusion content from a half day to a full day
- Include Epoch Implicit Bias Module
- Include LGBTQ+ Advocacy & Policy

Professional Learning: Support

Facilitation Support

- Modules designed by Academic Office teams with “Tights & Looses” for site/department coherence and customization
- Optional Collaborative sessions hosted by C&I Team to support new/veteran leaders in planning and facilitation

Job-Specific Professional Learning

- Specific schedules and content (as needed) for staff in Curriculum & Instruction, College & Career Readiness, Early Learning & Care, Special Education and Student Support & Health Services
 - Training Specialists, Counselors, Program Specialists, Psychologists, Social Workers, Nurses,
 - Preschool Teachers, Home/Hospital Teachers, Speech & Language Teachers, Itinerant SPED Teachers

Technology Support

- August 29-31 Technology Support Zoom staffed by C&I Team

FACILITIES AND OPERATIONS

Ventilation & Air Filtration

HVAC Systems

- Units that can be retrofitted to accept MERV-13 filters have been
- Units are programmed to turn-on and run continuously for a minimum of 2 hours before and for a minimum of 2 hours after classrooms are occupied
- HVAC system is designed to maximize the circulation and filtration of air. Windows and doors may be opened so long as it is deemed safe to do so

Portable HEPA Filtration Systems

- Widely available and shall be used in all other spaces and are designed for the size of the space
- Portable HEPA filtration units provided to spaces **MUST** be plugged-in and utilized correctly
 - Work with your SPOM for filter changes when a red light appears
 - Placed in an area where air flow is not obstructed

Poor Air Quality

Schools must balance the COVID-19 prevention benefits of ventilation and outdoor activity with the outdoor air quality. On projected poor air quality days schools/district will monitor [Air Now](#) and [Spare the Air](#) websites for air quality readings. When the Air Quality Index (AQI) is poor schools are advised to close windows and doors.

When you can visibly see or smell smoke or AQI is 151 or over:

- Close all windows and doors
- Adjust HVAC systems to prevent outdoor air from being pulled into the building when possible
- Eat in the multiple purpose room, other available spaces, or the classroom
- Move outdoor activities indoors
- Follow all guidance issued by CDPH or SCPH about air quality and COVID mitigation
- When face masks are not required – all individuals are strongly encouraged to face mask when indoors
- *State or county public health guidance or order may supercede our local guidance*

Disinfection

Regularly disinfect high-touch areas daily. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

If an individual who is positive for COVID has been physically present, the spaces where the individual spent a large proportion of their time (e.g., classroom office) should be disinfected.

NUTRITION SERVICES

Free Meals for All in California K-12 Public Schools

- No cost breakfast & lunch applies to all SCUSD schools and associated charter schools
- As we emerge from the pandemic Free Meals for all is a lifeline for all our families impacted by rising costs of food, fuel and housing.
- While we have the benefit in CA of Free Meals for all, meal and LCFF applications are still necessary to assist in qualifying for other quality-of-life benefits such as the affordable connectivity program, standardized test and college application discounts, Pandemic EBT food assistance, as well as LCFF and Title 1 funding for the district.

Central Kitchen Updates

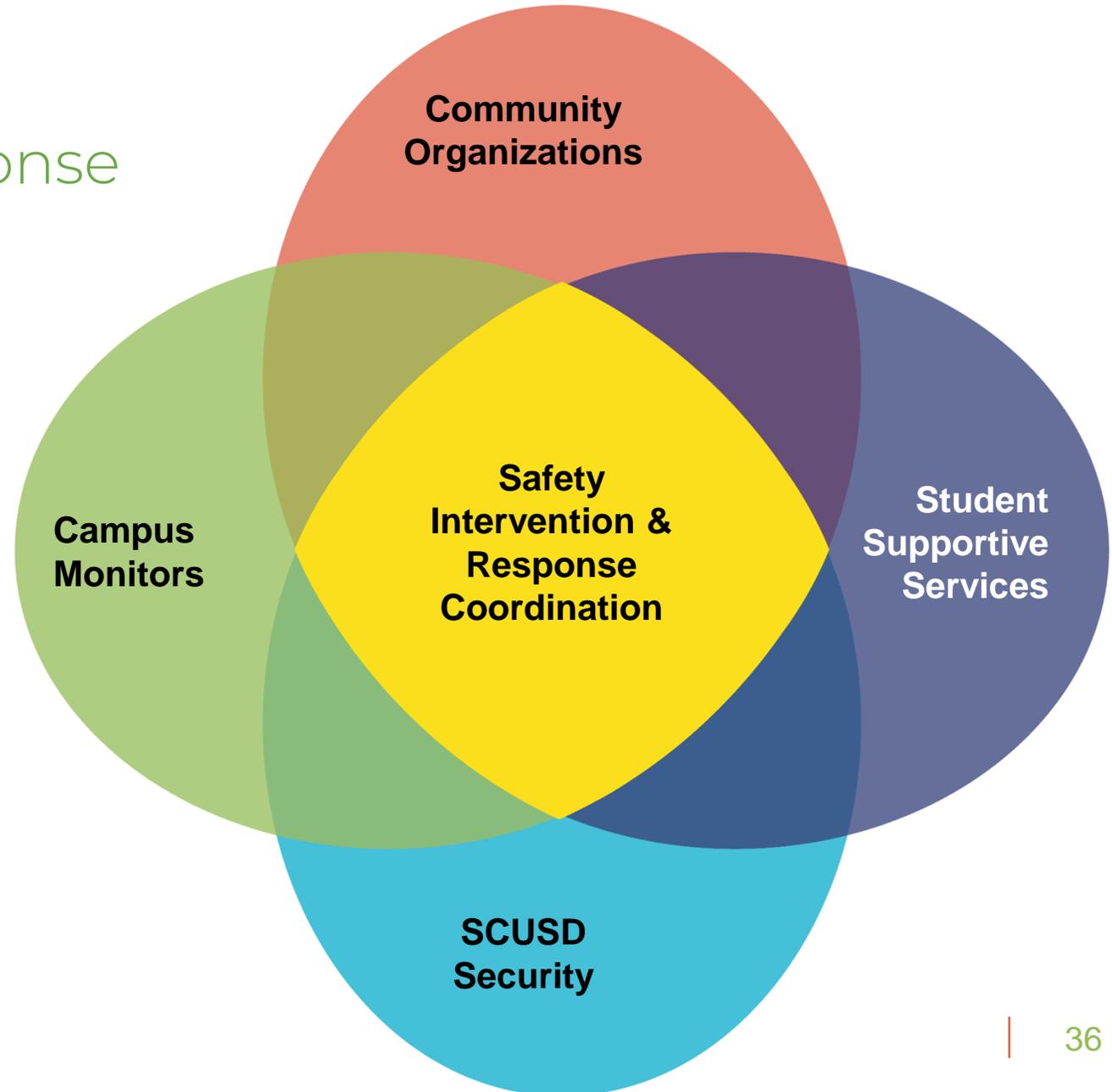
- Vision and Mission for the Central Kitchen
 - “We believe every student, regardless of income deserves a freshly prepared meal while at school”
- We have just begun hiring & training and it will take 3 years to be fully staffed & operational
- New this fall students will see freshly prepared granola made with local honey, pasta salads, sandwiches and wraps, scratch made taco ingredients and chicken for several dishes, a variety of tossed salads, and freshly prepared breakfast items.
- We are working to expand our plant based and vegetarian options and will focus on a more culturally diverse menu
- Fresh salad bars return to all Elementary schools featuring organic
- Yellow Watermelon in September from Full Belly Farms

OFFICE OF SAFE SCHOOLS

Re-Imagined

Safety and Intervention Response

- Modifications to CSSP as recommended by ed code.
- Assure provisions for students with disabilities / vulnerable populations
- Continued outreach with stakeholders
- Ongoing communication / planning for school events
- Provide additional resources and support / Parent Engagement



Safety Gaps Phase II

- Investigate / respond to crimes and safety concerns: **SO**
- Mental Health – Crisis Intervention: (Follow SCUSD Procedures) **SO / LCM for extra support as needed**
- Respond to Dangerous situations – Suspected weapons: **SO and LLE**
- Supervision for large events: **SO, LCM and LLE**
- Emergency Communication: **SO and Site Admin**
- Partners in safety planning and CSSP: **SO and LLE**
- Assess and investigate threats to school safety: **SO / Site Admin / LLE**

Safety Means Being Prepared

- Social Emotional Safety: **LCM**
- Monitoring (Cameras) – **SO**
- Campus Patrols: **SO and LCM**
- Safety Committee – Emphasis on School Site Process: **SO**
- Visitor and Staff Management- **SO, LCM and Site Admin**
- Safety Drills – 100%: **Site admin and SO**
- Safety Protocols/Policies – Reflected in the Comprehensive School Safety Plan: **SO and Site Admin**
- **WeTip**



Training

- Re Imagine School Safety
- School to Prison Pipeline
- Gang Dynamics - Intervention and Prevention
- Trauma
- Case Management - TBD
- Motivational Interviewing
- Crisis Prevention Institute (Advanced Course)
- Active Shooter
- Threat Assessment



Trainers

- School Site
- Campus Monitors
- Yard Duties
- Classified Staff



Threat Assessment Training



Football Game at Hughes Stadium



Gang Violence Suppression Grant

Re Imagined Process

- Referrals from SPD, dealing with gang-related issues or observed causation factors. Address sent to SCUSD, identify any students at that location, students assessed in our Early Identification Intervention System.
- Case Management
- Connect to Services
- Follow Up



HUMAN RESOURCE SERVICES

2022-2023 Staffing Data

- **279** Certificated Vacancies Filled
- **274** Classified Vacancies Filled
- **57** Administrative Vacancies Filled
- **389** Resignation/Retirements from January 2022 to Current
- **119** Newly Hired Substitutes
- **56** Leaves of Absence Processed

Current Classroom Vacancies

	Total Number of Classroom Vacancies 69	
Elementary (K-6) 32	 An illustration of a hand holding a white marker, pointing to a central gear labeled 'HUMAN RESOURCES'. This central gear is surrounded by several smaller, colorful gears (orange, blue, green, purple) each containing a stylized human figure icon.	Secondary (7-12) 37
	Held to Contract 4	

Current Classroom Vacancies

Art 1	English/Foreign Language 7/3	Special Education Classrooms 12
Math 6	Multiple Subjects 21	Music 2
Physical Education 8	Science 6	Social Science 3

First Day School Substitute Data

<p>2018/2019 Certificated Substitute Requests</p> <p>100</p>	<p>2019/2020 Certificated Substitute Requests</p> <p>123</p>	<p>2020/2021 Certificated Substitute Requests</p> <p>36</p>
<p>2021/2022 Certificated Substitute Requests</p> <p>110</p>	<p>2022/2023 Certificated Substitute Requests</p> <p>152</p>	

ENROLLMENT

Enrollment Center

Adjustments Made to the Enrollment Process and Procedures in Support of Families.

- Online registration is available 24 hours a day 7 days a week.
 - <https://www.scusd.edu/covid-19-enrollment-registration-forms>
 - Parents can submit an application online and a technician will contact them by email, text or phone.
- **The Enrollment Center & Lobby open**
 - Monday through Thursday 8:00 am to 3:30 pm, closed for lunch from 11:30 am to 12:00pm. Friday open from 8:00 am to 11:00 am.
 - In person support available.
 - Parents have access to our Enrollment Center Lobby and Drop-box where they can submit paper applications Monday through Friday 8:00 am to 5:00 pm, closed for holidays and weekends.
 - 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 15 - September 16, 2022.**
 - Parents have the option to go directly to their school site to enroll their child during these dates.
- **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 within 24-hours.



Projected Enrollment versus Current Enrollment

FY 2022-2023 Projected Enrollment	*Actual Enrollment as of 8/30/22	Increase or (Decline) from Projections
36,543	37,194	+651

* preliminary information, disenrolled student data not yet final

COMMUNICATIONS

Principal/School Site Toolkit



Mental Health Matters

We've compiled some resources if you need to reach out for help.



Get Emergency Support

You can now call 988 as a shortcut to access the National Suicide Prevention Lifeline if you or someone you know is at risk for suicide. Spread the word, dialing 9-8-8 saves lives!



Connect to a Provider

We're proud to offer Care Solace as a complimentary and confidential resource to our staff, students and household members to connect to needed care without all the guesswork and searching. Care Solace's team is available 24/7/365 and can support you in any language.

Call 888-515-0595 - Available 24/7/365

Visit www.caresolace.com/saccityusd and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

H2: More Resources

The Above the Support (ATSP) Hotline
 Crisis Text Line: Text HOME to 78742
 National Suicide Helpline: 800-686-4873
 National Domestic Violence Helpline: 800-799-7233
 LGBTQ Support: Trans Lifeline: 866-486-7986,
 Transline: Text START to 678879, Trans Lifeline: 877-563-8890
 SCUSD Virtual Calming Doorn: calmingroom@scusd.edu
 Download the CALMCE App: An app made just for SCUSD students and families.



Scan this QR code to view online with translation feature.
 Escanee este código QR para ver la información en línea con la función de traducción.
 Quec maqce ray diem trul: tuyen các bản dịch
 Scan this QR code to view online with translation feature.
 برای مشاهده ترجمه آنلاین، این QR را اسکن کنید



SCAN THIS QR CODE to check Sacramento County's current community level.



Scan this QR code to view online with translation feature.
 Escanee este código QR para ver la información en línea con la función de traducción.
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Indoor Masking Policy

Know whether masking is required or recommended currently.

We base our indoor masking policy for schools and district offices on the Centers for Disease Control (CDC) COVID-19 community level rating for Sacramento County.

If we're in the **HIGH** community level, **masking is required.**

If we're in the **MEDIUM** or **LOW** community level, masking is **strongly recommended.**

- Leaders provided posters, flyers, templates and other important resources for communicating to families
- This toolkit will be the central hub throughout the year for leaders to access tools provided by central office departments

Family Communications



A series of central communications augmented messaging families received from their school sites leading up to the opening of schools. Topics included:

- Indoor masking policy
- LCFF application
- Parent & Student Handbook
- Expanded learning
- The importance of attendance
- Academic calendar and bell schedules
- Facilities updates
- Health services updates
- TK enrollment
- RT Ryde Free program

THANK YOU and DISCUSSION