



2021-2022 Opening of Schools Update

Board Meeting
August 19, 2021
Agenda Item No. 9.1

Presented by:

Student Support & Health Services
Risk Management
Human Resources
Guidance & Counseling
Multi-Tiered System of Support
Curriculum & Instruction

Enrollment Center
Legal Services
Communications
Academic Office
Nutrition Services
Facilities & Operations

Social Emotional Learning
Safety Intervention & Response Coordination
Technology Services
Fiscal Services
Youth Development
Strategy & Continuous Improvement



Return Together 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. *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 our as many students as possible through in-person instruction.** Because we recognize the evolving nature of this pandemic, we will focus squarely on ensuring that our learning models meet the needs of all students and address their unfinished learning and strive to give all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Guiding Principles

01 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.

02 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 to ensure our practices support our students by name, by need, by inequity and by injustice.

03 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 is provided to all students.

04 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. |

05 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. |

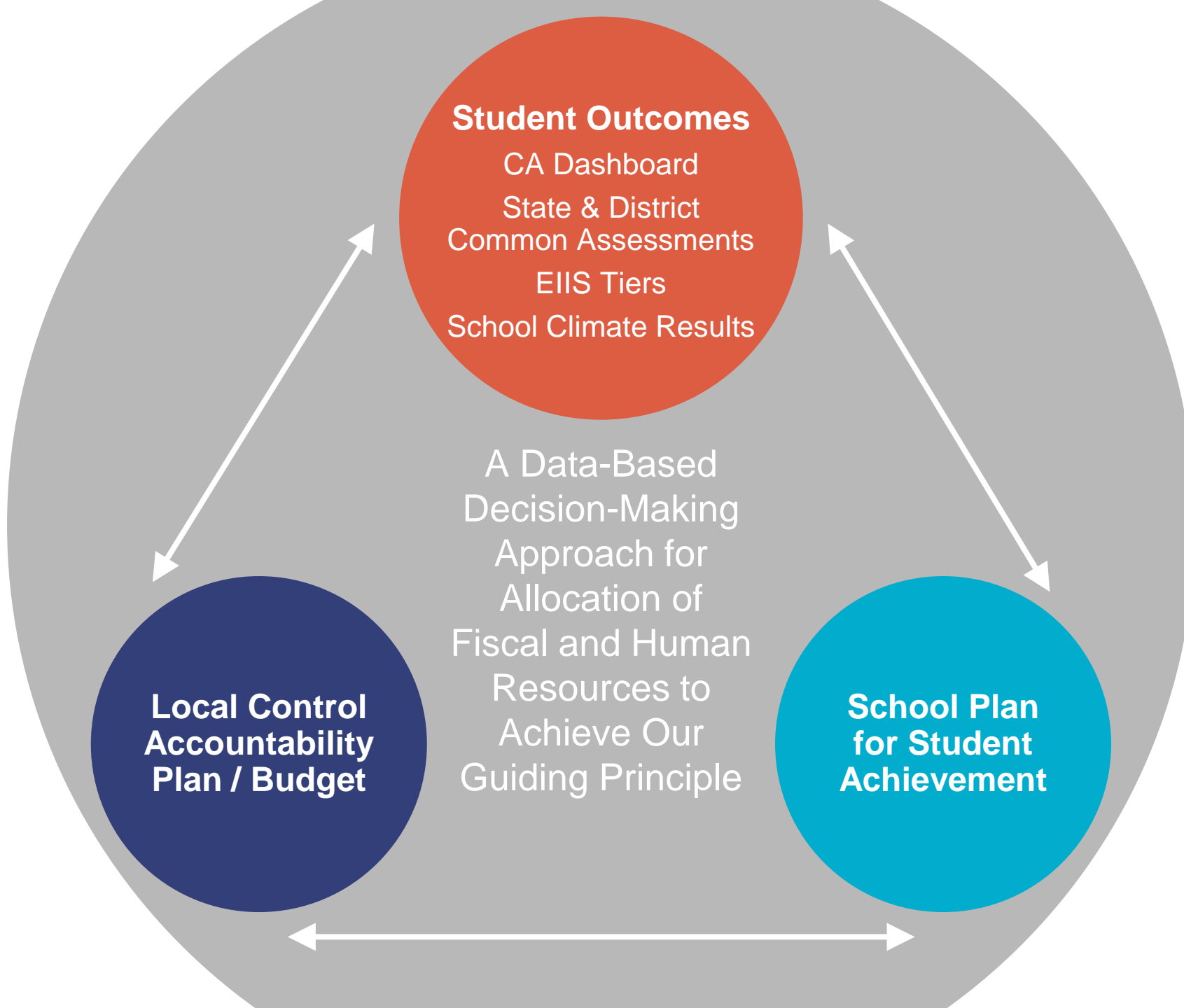
The main thing is to keep the main thing THE MAIN THING

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

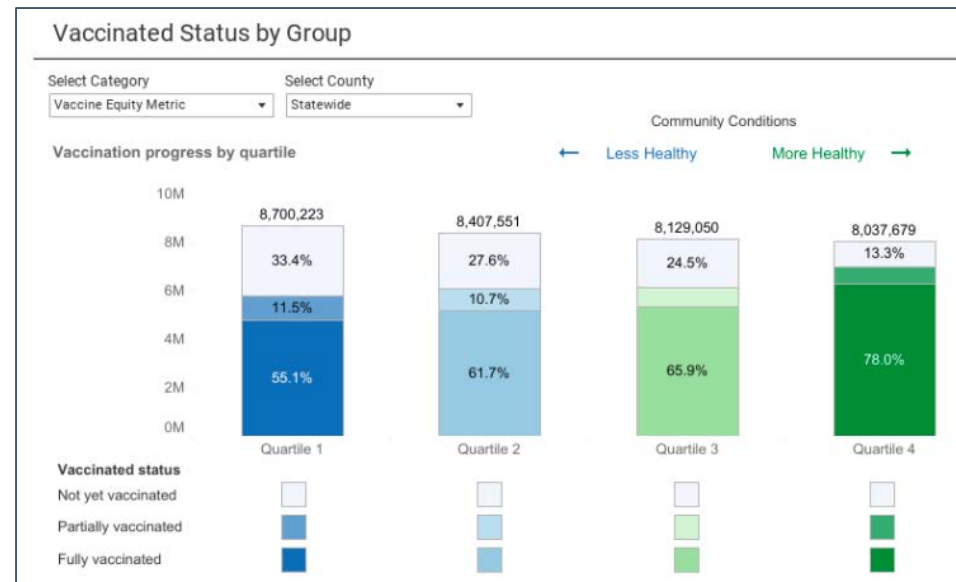


SCUSD GUIDING PRINCIPLE

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

Current Reality of COVID-19/ Sacramento County

- The B.1.617.2 (Delta) variant is highly transmissible
 - CDC study concludes universal masking by all (regardless of vaccination) indoors is needed to slowing the spread of Delta
- 32.7 new cases per 100k (7-day avg) versus 3.3 in late June
- 10% positivity rate
- Sac County Vaccinations:
 - 47.3% of 12-19 vaccinated
 - 49.6% of 20-29 vaccinated



Student Support and Health Services

Science for Safely Reopening Schools

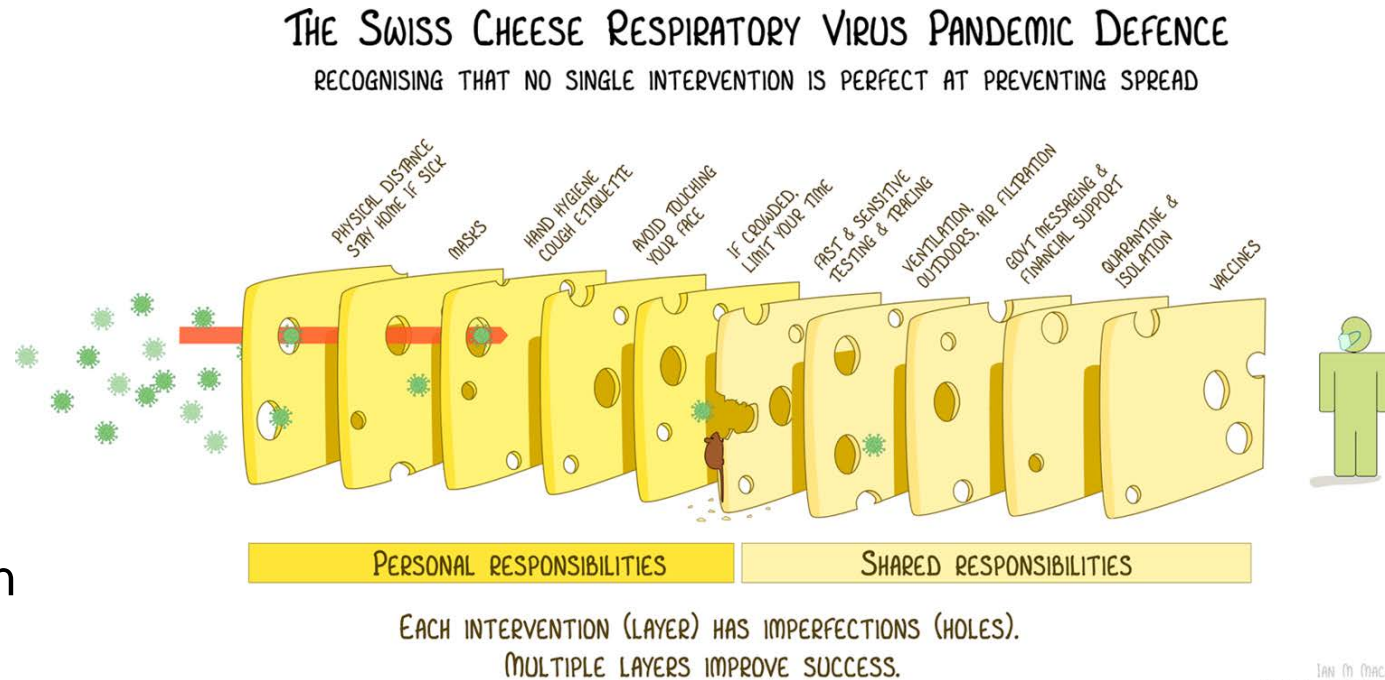
[CA Safe Schools for All/Parent Page](#)

- Children are less likely to get and spread COVID-19
- Schools = Less Spread
- Community and Social Gathering = More Spread
- The Vaccine is the Best Protection
- Masks, Ventilation, Handwashing, Staying Home When Sick
 - Layered Approach
- COVID-19 Testing in Schools is Important

Layers of Safety

The Swiss Cheese Respiratory Pandemic Defense recognizes that no single intervention is perfect at preventing the spread of the coronavirus - each layer) has holes, but multiple layers improve success

- Vaccination
- Universal Face Masking
- COVID-19 testing
- Stay Home When Sick
- Hand Hygiene
- Respiratory Hygiene
- Contact Tracing
- Adequate ventilation
- Disinfecting Procedures
- Physical Distancing (when un



IAN M. MACKEY
VIOLOGYDOWNUNDER.COM

Vaccination

- To register for your COVID-19 vaccine visit <https://www.scusd.edu/vaccinations>
- SCUSD/Serna Center COVID Vaccine Clinic
Wednesday (Aug 3 - Sept 8) from 4-7pm
 - COVID Vaccines are VERY effective
 - COVID Vaccines are SAFE. They cannot cause COVID-19 disease because they are not made with any part of a COVID-19 virus
 - COVID Vaccines can eliminate COVID-19 if enough of us get vaccinated
 - Vaccination decreases the chances of severe illness and death from COVID-19
 - Get your shot to protect yourself, your family and your community



22,502 VACCINATIONS TO DATE

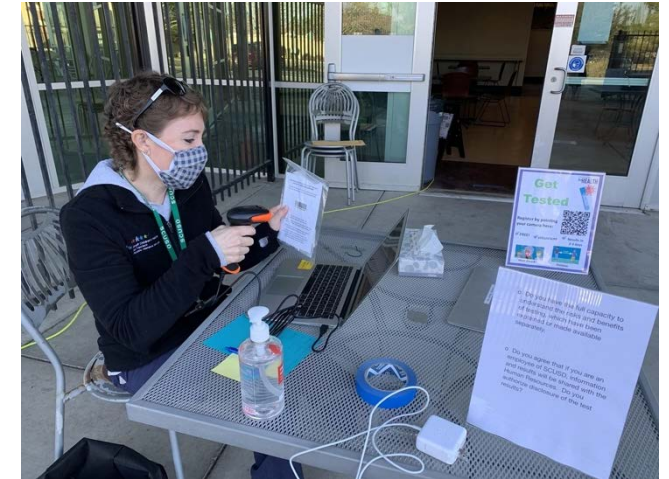
Universal Face Masking



- Everyone is required to wear a face covering at all times when indoors
 - even during athletics/PE & regardless of vaccination status
- Masks must be worn in crowded outdoor areas (i.e. passing period, entering/exiting school)
- Mask breaks should be planned and expected
- Replace any soiled or wet face covering throughout the day
- Face shields with a cloth drape across bottom (capturing air) may be used as needed if the mouth must be visible
- Exceptions:
 - Masks may be removed outdoors for all individuals where there is outdoor spacing
 - Masks may be removed when eating & physical distancing
 - Face covering exemptions are very rare - must submit [request form](#) with medical physician recommendation and approval by Health Services staff.

COVID-19 Testing: Free & Voluntary

- **Health Aides on site daily to provide [COVID-19 testing](#)**
 - School Site Care Rooms
 - Serna Center; Every Monday – Friday from 12:30-3:00 p.m.
- **Two types of tests available**
 - PCR Tests - results in 24-48 hrs
 - Rapid Antigen test/BinaxNOW - results in 15 min
- **Consent must be obtained (parent or self)**
 - Parent/guardian consent is required for students under 13
 - Students 13 years+ may register themselves and provide consent for testing
 - Encourage staff & families to register



18,378 tests to date

Stay Home Sick



- **Stay Home Sick reminders at all entry points**
 - Focus on frequent messaging, signage at ALL staff & students entrances, sending home any staff or students that are symptomatic
 - Provide face coverings & hand sanitizer at entrances
 - Use temp screener if practicable - focus is to get all students on campus efficiently
- **2 Questions:**
 - COVID-19 symptoms
 - Close contact/exposed to COVID-19



Return to School/ Work Guidelines



Return Guidelines:

- At least 24 hours with no fever (without taking medicine)
 - AND
- Symptoms have improved
 - AND
- You have a negative COVID test
 - OR
- A doctor has provided a note releasing back to work/school
 - OR
- At least **10 days** have passed since the day the symptoms first appeared

Contact Tracing Procedures

Alert COVID Response Team Lead or site administrator if a staff member, student or family member reports diagnosis or exposure to COVID-19

Individual positive for COVID-19 (Case):

- Immediately notify their school site administrator or supervisor.
- Send individual home immediately - advise them to remain home
- Administrator/designee must notify COVID Response Team immediately
 - Provide best contact information for individual
 - Gather names/info of those with close contact - provide seating charts if relevant
- Contact tracing staff will determine if individual was physically present during the infectious period

Modified Quarantine for STUDENTS

Students who are face masked with close contact exposure to COVID-19 at school may continue to attend:

Students who are FULLY vaccinated	Students with NO vaccination with indoor masking
<p>Students who provide verification of full vaccination are exempt from quarantine per CDPH.</p> <p>If students are experiencing symptoms they must stay home for 10 days or provide results of a negative test.</p> <p>Students who must quarantine at home will receive school work to complete independently.</p>	<p>Unvaccinated students may continue to attend schools if they:</p> <ul style="list-style-type: none">• Exhibit no symptoms• Continue to wear a required mask• Test twice weekly over the 10-day period• Refrain from extracurricular activities <p>Students who do not consent or adhere to these requirements, or who fail to wear a mask, will be required to quarantine at home for a 10-day period and will receive school work to complete independently.</p>

Staff/ Students exposed to COVID-19

- Staff with close contact exposure to COVID-19 at school or in the community or at work
- Students with close contact exposure in the community must quarantine

Staff/Students who are FULLY vaccinated	Staff/Student with NO vaccination
<p>Staff/student who lives in the same household as the positive individual must quarantine for the full 10-days.</p> <p>Staff/students who provide verification of full vaccination are exempt from quarantine per CDPH.</p> <p>If staff/students are experiencing symptoms they must stay home for 10 days or provide results of a negative test.</p>	<p>The person must self-quarantine and will be provided guidance</p> <p>Refer for COVID-19 testing 5-7 days from the date of exposure or immediately if symptoms develop.</p> <p>The most recent CDPH guidance will be followed for quarantine. Negative test results do not shorten the quarantine for staff</p> <p>Shortened quarantine may apply for students who meet specific criteria</p> <p>Staff/student who lives in the same household as the positive individual must quarantine for the full 10-days.</p>

SCPH Quarantine Decision Trees

COVID-19 Symptom & Quarantine Decision Forest for K-12 Schools

TREE #1: STUDENT OR STAFF WITH SYMPTOMS

Student or staff has any of the following NEW symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Exclude from school.

EITHER

Test* for COVID-19.

Receive an alternative named diagnosis from a health care provider.

POSITIVE

NEGATIVE

ISOLATION:
Individual must **isolate** at home. May return to school on Day 11 after symptom onset if at least 24 hours have passed since fever and symptoms have improved significantly. Isolation period may **NOT** be shortened due to subsequent negative test results.

May return to school if at least 24 hours have passed since fever and symptoms have improved significantly.

CONTACT TRACING:
Identify all close contacts (>15 minutes within 6 feet of COVID-19 positive individual in 24 hour period) in the school setting, follow quarantine guidance on page 2, and report to SCPH.

CONTINUE TO TREE #2

* PCR or rapid antigen testing are acceptable testing methods.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
August 17, 2021

TREE #2: COVID-19 POSITIVE PERSON AT SCHOOL**

COVID-19 Positive Person at School**

Was the positive person within 6 feet of anyone for more than 15 minutes over a 24-hour period?

NO

There are no close contacts who need to quarantine.

YES

The exposed person is NOT a student

Is the exposed person vaccinated?

YES

NO

Is the exposed person symptomatic?

YES

NO

ISOLATION:
Exclude for 10-days from symptom onset. Test* for COVID-19. Not eligible for modified quarantine.

May return to campus. COVID-19 testing recommended.

The exposed person IS a student

Is the exposed student vaccinated?

YES

NO

Were the case and the exposed student BOTH wearing masks during exposure.

YES

NO

MODIFIED QUARANTINE:
Student may continue in-person instruction. Test* 2x per week for 10 days after exposure. No sports or other extracurricular activities during modified quarantine.

May end quarantine **after** Day 7 if negative test* collected **after** Day 5 post-exposure.

QUARANTINE:
Exclude for 10-days from last exposure. Test* for COVID-19. Not eligible for modified quarantine.

* PCR or rapid antigen testing are acceptable testing methods.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
August 17, 2021

TREE #3: COVID-19 POSITIVE EXPOSURE OUTSIDE OF SCHOOL

Exposure to COVID-19 Positive Person Outside of School

Was the student or staff within 6 feet of someone with COVID-19 for more than 15 minutes over a 24-hour period?

NO

The student or staff is not a close contact. No quarantine needed.

YES

Does the student or staff live with the person who has COVID-19?

YES

NO

Is the exposed person symptomatic?

YES

NO

ISOLATION:
Exclude for 10-days from symptom onset. Test* for COVID-19. Not eligible for modified quarantine.

QUARANTINE:
Exclude for 10-days from date that case became symptomatic. Test* for COVID-19. Not eligible for modified quarantine. If ongoing exposure is occurring in the home, quarantine period may need to be extended.

Is the exposed person vaccinated?

YES

NO

Is the exposed person symptomatic?

YES

NO

ISOLATION:
Exclude for 10-days from symptom onset. Test* for COVID-19. Not eligible for modified quarantine.

May return to campus. COVID-19 testing recommended.

QUARANTINE:
Exclude for 10-days from last exposure. Test* for COVID-19. Not eligible for modified quarantine.

May end quarantine **after** Day 7 if negative test* collected **after** Day 5 post-exposure. If ongoing exposure is occurring in the home, quarantine period may need to be extended.

* PCR or rapid antigen testing are acceptable testing methods.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
August 17, 2021

Exposure Notices & COVID Dashboard

reopeningdashboard.scusd.edu



Hand/ Cough/ Sneeze Hygiene



- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- All students and staff should wash/sanitize hands frequently throughout the day, for example before/after eating, recess, or using the bathroom
- If soap & water are not available - use alcohol-based hand sanitizer (greater than 60%)
- Ensure adequate healthy hygiene supplies are available, including hand soap, hand sanitizer, tissues, no touch trash-cans, face coverings

Physical Distancing



- With universal face masking, distancing criteria is no longer required in schools, however all individuals should maintain as much physical distance as practicably possible
- Classrooms and office spaces will be configured to ensure all individuals may return to work/school, while providing as much physical distancing as practicable
- During mealtimes, masks will be removed to eat or drink. Physical distancing will be maximized when eating, such as in a cafeteria, group dining space, or outdoors
- Physical distancing will be used in any other specific situations where face masks need to be removed.

Expected guidelines from CDPH & SCPH

- CDPH will be issuing revised guidance for Athletics & Extracurricular activities
 - In the meantime, current guidance must be followed
- Return to Health will be revised if/when new guidance is issued or the guidance changes due to evolving conditions
- Principals have been updated on best practices based on current CDPH guidance in our administrator Welcome Back trainings
- We will continue to adapt and make revisions in the guidance we provide to schools based on CDPH and SCPH updates

Facilities and Operations

Disinfecting Procedures

- 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 they resided in will be disinfected (i.e. classroom)
- Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a positive case of COVID has been identified.

Ventilation

SCUSD has ensured there is sufficient ventilation in all school classrooms and shared workspaces per CDC, DPH and ASHRAE:

- HVAC filters replaced 3 times per year - MERV-13 filters have been installed
- Each HVAC system within the District has been cleaned, tested, and tuned up as needed to ensure the highest operating efficiency possible.
- HVAC 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 systems are reprogrammed to run continuously when windows and doors are open.
- In order to maximize outside airflow, windows and doors will be opened so long as it is deemed safe to do so.

Facilities Summer Projects

Ventilation/Filtration

- Continued HVAC efforts.

Deferred Maintenance Projects

- Roofs and blacktops.

Father Keith B. Kenney Green Space

- Capital project



Nutrition Services

Sacramento County Public Health

Mealtimes/ Cafeterias

- When possible, meals should be eaten outdoors while practicing distancing during eating time.
- Where cafeterias are used, physical distancing will be maximized. Using additional spaces outside of the cafeteria for mealtime seating such outdoors or gymnasium.
- Students should use physical distancing as much as practicably possible during mealtimes
- If eating indoors, use of assigned seating charts to assist with contact tracing
- Recommendations to have ½ of students at recess while the other ½ eat indoors then switch.
- Hand hygiene must be practiced before and after eating
- Disinfect frequently touched surfaces
- Given low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Masks should be worn after students have finished eating or when talking with classmates

What to Expect

What to expect at elementary schools

- Lunch service may start 45-60 minutes earlier at many schools
- 6 students seated at each cafeteria table- placement decals on the seats
- All or some student grades eating outdoors
 - In shaded areas
 - Under pop-up tents
 - On grassy areas
 - On carpet squares or yoga mats
 - 1500 picnic-style tables on order

What to expect at secondary schools

- Outdoor serving carts, snack bar window service, and cafeteria lines will be used to reduce congestion in cafeterias
- Meal consumption primarily outdoors, but when indoors distancing will be maximized

Meals & Water

Free Meals for All Act of 2021 (SB 364)

- California has made history by becoming the first state in the nation to provide free meals to all K-12 public school students. Just like textbooks, school meals will now be a universal part of every child's school day-reducing stigma, hunger, and barriers to proper nutrition.
- No cost for breakfast or lunch for all students regardless of income
- No meal applications

Water

- Gallon Water stocked in every classroom with cups
- 1 Pathwater aluminum reusable/sustainable water bottle provided to every middle and high school student
 - Secondary students encouraged to refill and carry water with them.

Technology Services

Technology

- **Chromebooks**
 - 14,000 devices distributed to sites
- **Chromebook Carts**
 - 175 additional chromebook carts from neighbouring districts
- **Fiber Testing and Repair at all sites**
 - Testing 76% complete
 - Failed fiber replacement 58% complete
- **Teacher Laptops**
 - 1,000 Teacher Mac ProBooks distributed to sites
- **New Service Desk Software**
 - Parent and student access to tech ticketing system
- **All staff migrated to Office 365** ■

Family and Community Empowerment

Family Engagement

- **Parent Teacher Home Visit will offer virtual bridge and in-person visits following all protocols**
 - Over 3 times the number of visits last year versus historical averages
- **Family and Community Empowerment**
 - Prepare FACE information packets for new site administrators
 - Continue outreach to sites for Fall Parent Learning Pathways
 - Update on-demand videos as needed for resources

Family Supports for the Start of School

Role of Parents in Their Children's Education As We Return To School (In partnership with the Mexican Consulate)	August 25 th - Spanish	9:00 AM - Live
	September 1st - English	Available online
Parent Guide to Google Classroom - English, Spanish Hmong	August 26 th -English	Available online
Parent Guide To Infinite Campus- English, Spanish, Hmong	August 26th	Available online
Parent Distance Learning Toolkit	Currently available online	
Virtual Volunteer Protocol		

Enrollment Center


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.
- **The Enrollment Center Lobby is open**
 - Monday through Friday 8 am to 5 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 16 - September 10, 2021.**
 - Non-contact monitored application pick-up and drop off 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.

Human Resource Services

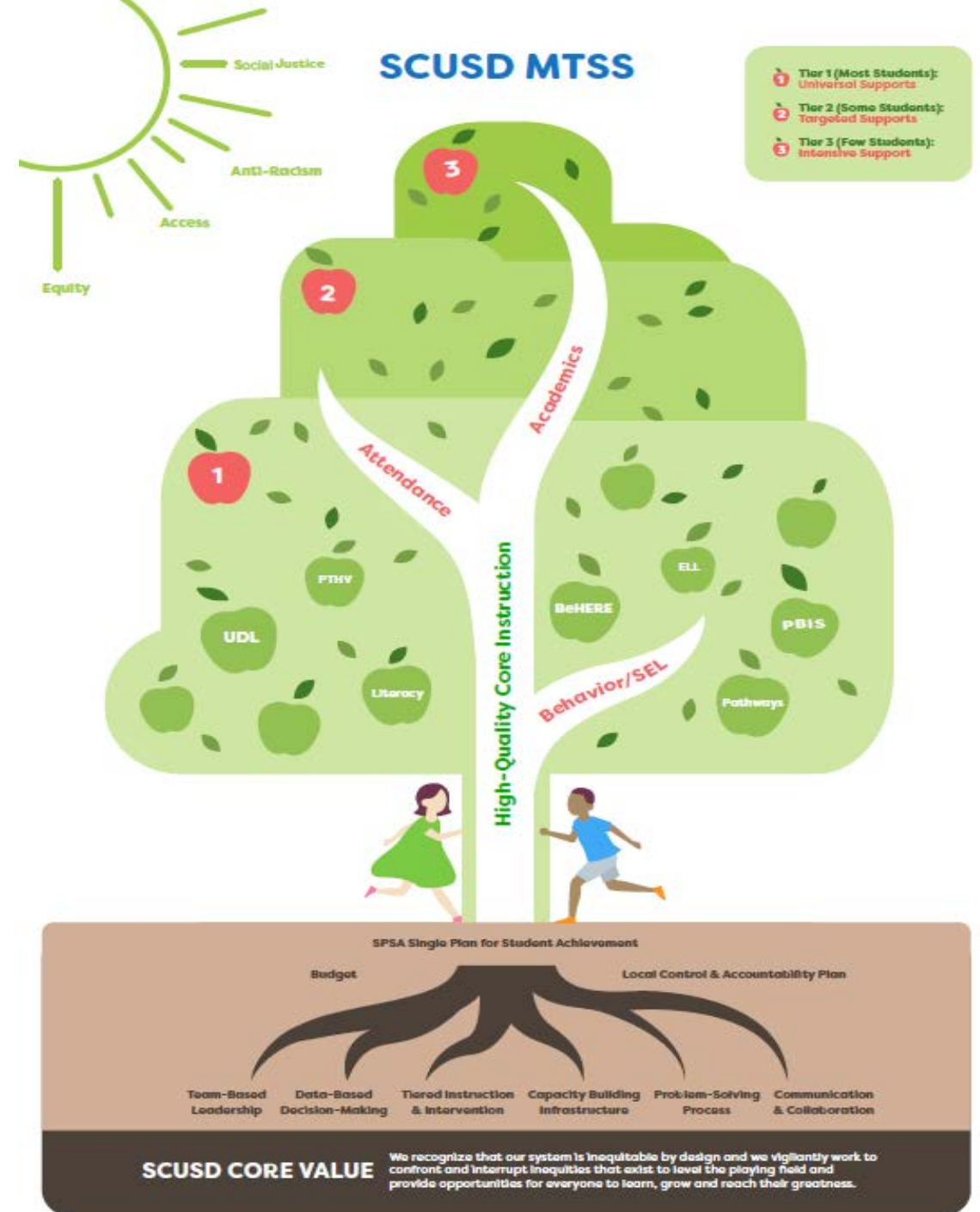
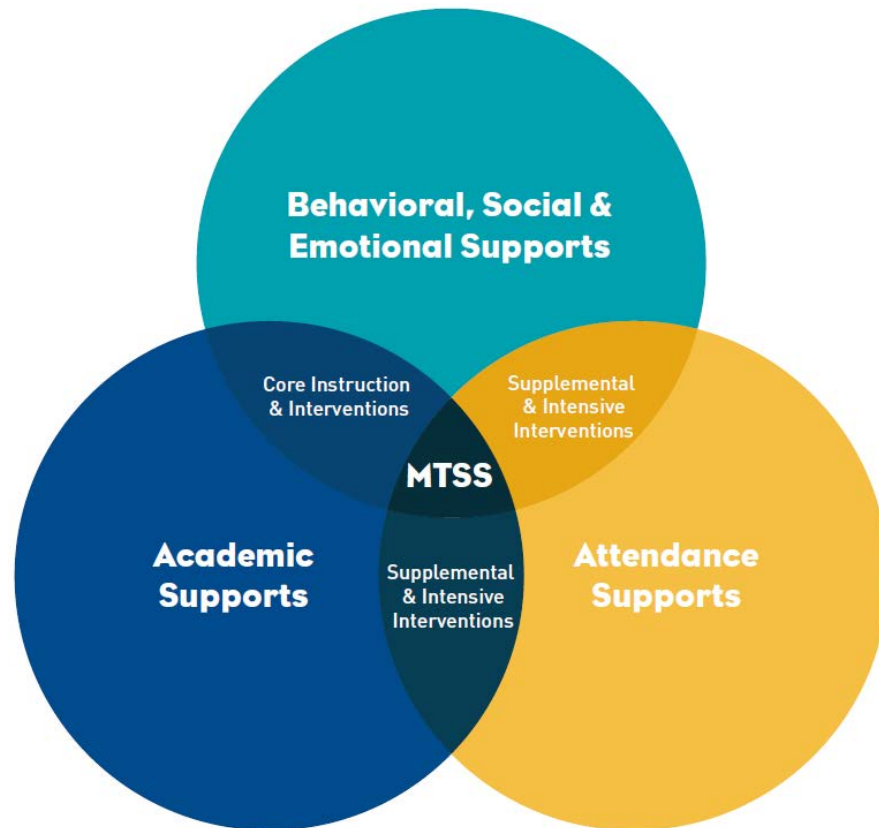
Employees, Employees, Employees,

Certificated Positions Filled 223			Classified Positions Filled 39			New Hire/ Virtual New Employee Orientation 117		
19/20: 226	20/21: 121	21/22: 223	19/20: 96	20/21: 15	21/22: 39	19/20: N/A	20/21: 66	21/22: 117
Leave 54						Attrition 137		
19/20: 186	20/21: 219	21/22: 54				19/20: 139	20/21: 86	21/22: 137
Percentage of fully staffed classrooms 98%			Transactions 9,221			Employees Who Remain Laid Off 13 (5 have requested waivers for the 2021-2022 school year)		
19/20: 97%	20/21: 98%	21/22: 98%	19/20: 10,178	20/21: 4,083	21/22: 9,221			

Academic Office

MTSS

One system to grow successful students



Multi-Tiered System of Support and Attendance Office

Student Attendance & Engagement



“Authentic relationships with students, families and the community are the foundation of our work to reduce chronic absence, increase student engagement and ensure academic success for all students, especially our most vulnerable.”

Student Attendance & Engagement

return
to**CONNECT**


Summer Connection Outreach

- Phone banking
- Home Visits - 368 Households/ 818 students
- Needs assessment- remove barriers
- School supplies

Communication and Support for Students and Families

- First Day of School Communications- Home Languages
- Update contact information
- “LEARN at SCUSD” Website
- Digital packets
- Kelvin Pulse Surveys- relationships & engagement
- Additional hours and staff on-site support

September is Attendance Awareness Month!



The poster is divided into two main sections. The top section has a light blue background with various educational icons like books, a person at a desk, a star, and a group of people. In the center is a circular graphic with the text "REBOUND WITH ATTENDANCE!" and "ATTENDANCE AWARENESS CAMPAIGN 2021". Below this, the text "ATTENDANCE Awareness Month" is written in large, bold letters. The bottom section has a yellow background with a paragraph of text explaining the importance of attendance during the pandemic. A blue speech bubble in the top right corner contains the contact information for the Student Attendance & Engagement Office. The Sacramento City Unified School District logo is in the bottom left corner.

ATTENDANCE Awareness Month

This **September** is SCUSD's Attendance Awareness Month. With COVID shutting down schools and disrupting learning for over a year, student attendance & engagement is more important now than ever before. We are encouraging all of our families to help their students start the year strong with no absences in September and fewer missed days all year long! Our school's goal is **96%** attendance! If you must miss class ask your teacher for the work! Every day counts!

Student Attendance & Engagement Office
916-643-2121

Sacramento City Unified School District

Youth Development

Summer Matters 2021

- 34 Elementary, K-8 and Middle School Sites
- **Students Served:** 3,246
- **Logistics:** 5 weeks, Monday-Friday, 6.5 hours per day
- 200+ certificated teachers were hired, 40+ health aides were contracted for contact tracing, extra custodial services were provided to all summer sites
- **High Dosage Tutoring:** collaborative partnership with credentialed teachers, offered 4 hours daily of ELA/ELD/Math tutoring
- **SCUSD Departmental Partnerships:** Academics (ELA, ELD, Math), SEL, Student Support & Health Services, Facilities, Nutrition Services

Summer Matters 2021: Story in Pictures



Expanded Learning Programming

- **SCUSD Expanded Learning:** currently 70 school sites projected to be served across K-12
- **Expanded Learning Focus:** providing academic enrichment, homework help, physical play, opportunities for youth voice and leadership, social emotional development, and positive relationship building, credit recovery courses and elective courses at high schools etc.
- **Partnerships:** 9 Community Based Organizations & 11 supplemental providers
- **Applications:** applications are open and live
- With CARES/ELO funds, YDSS is increasing slots and expanding to more elementary sites
- Expansion of programming depends on capacity of the providers and space at school sites.
- Aiming to meet the demand based on the need to re-engage students and provide before/after school options

Academic Office and Legal Services

Assembly Bill 104

- Provides parents of “eligible pupils” a supplemental review process to consider retention at the 2020-2021 grade level; SCUSD retains the discretion to make the final decision
- Provides that high school students may request that a letter grade be changed to a Pass or No Pass Grade within temporal limits
- Provides that certain 2020-2021 high school juniors and seniors be allowed to graduate without meeting all local graduation requirements; SCUSD is allowing seniors who meet the statewide coursework requirements to graduate with the recognition that it will not have the same academic rigor as meeting SCUSD’s graduation requirements
- SCUSD has been [communicating](#) with its families regarding this bill and the process for applications regarding the same

Assembly Bill 130

- For students who are not yet ready to return to full in-person instruction, SCUSD will offer a long-term independent study program (“IS Program”) at Capital City.
- Process for enrolling in the IS Program: Complete the [IS Study Interest Form](#) and a District representative will reach out with necessary information and paperwork for completing the process.
- The curriculum will be the same curriculum offered to students at school sites and will follow standards-aligned content.
- Instructional days and the time for synchronous instruction and live interaction vary depending on grade level; all grade levels will receive synchronous instruction or opportunities to receive synchronous instruction.

Assembly Bill 130

- During any part of the IS program, parents may choose to return their students to school campuses. Students will return within five days of the request.
- Students will be able to return to their home school (previously attended school) after enrolling in the IS Program.
- If a student is away from the school site due to a quarantine, they will not transition temporarily to the IS Program; rather, they will continue to learn with their class and will receive work at home.
- The IS Program is not a charter school.
- Parents can request to transfer their student to the IS Program at any time; however, capacity may be limited after the IS program is already underway.

Assembly Bill 130

- Per the Education Code, students with exceptional needs may not participate in the IS Program unless the student's IEP specifically provides for that participation. An IEP meeting will take place as part of the initial consultation in order for the IEP team to determine if placement in the IP Program is appropriate.
- The District will continue to provide services in accordance with 504 plans, IEPs, and English Learner needs. It will continue to ensure that students are making educational progress and if not, it will determine what supports are needed/what program is in the student's best interest.

Academic Office

C&I **Proposed** Professional Learning Offerings for School Leaders and Teachers



Under the umbrella of MTSS which focuses on high quality instruction at the Tier 1 level and the PACE Restorative Restart report:

- Universal Design for Learning
- Anti-Racist Classroom
- Social Emotional Learning
- District Common Assessments
- ELA and Math Scope and Sequence ~ Priority Standards

C&I Proposed District Common Assessments



2021-22 Proposed District Common Assessments

Social Emotional Learning & Climate

- School Climate Surveys
 - Gr. 3 -12
 - October and February
- Kelvin Well-Being Pulse Checks
 - Gr. K-12
 - Sept. - June; 7 checks

National Assessment Opportunities

- PSAT 8/9, Gr. 8-9, October
- PSAT 10/NMSQT, Gr. 10, October (Opt. Gr. 11)
- SAT, Gr. 11, March

English Language Arts (ELA) and Mathematics

- Beginning of Year (BOY)
 - ELA Foundational Skills DIBELS 8.0 BOY Screener: Grades K-6 (Sept 20 - Oct 9)
 - ELA Interim #1: Grades 2-6 & BOY Interim: Grades 7-11 (Sept 9 - Oct 8)
 - Math diagnostic assessments, Gr. 1-Calculus
- Middle of Year (MOY)
 - ELA Interim #2: Grades 2 (Jan 6-28), Grades 3-6 (Dec 16-28) & MOY Interim: Grades 7-11 (completed by Jan 28)*
 - ELA Foundational Skills DIBEL 8.0 MOY: Grades K-6 (Feb 1 - Mar 1)
 - ELA Interim #3: Grades 2 (Apr 5-26), Grades 3-6 (Mar 28 - Apr 29)*
 - Math Interim #1 (Oct 11 - Dec 17)
 - Math Interim #2 (Jan 3 - Mar 31)
- End of Year (EOY)
 - ELA Foundational Skills DIBELS 8.0 EOY: Grades K-6 (Sept 20 - Oct 9)
 - ELA Interim #4: Grades K-2 & EOY Interim: Grades 9 & 10 (optional Grades 3-6, 7,8 and 11) completed by June 16*
 - Math: CAASPP, Gr. 3-8, 11; Diagnostic option, K-2; Gr. 6 Math Placement Exam; Integrated Math 1 (IM1) End-of-Course Exam

*Assessments will be used to reclassify English Learners & for GATE identification

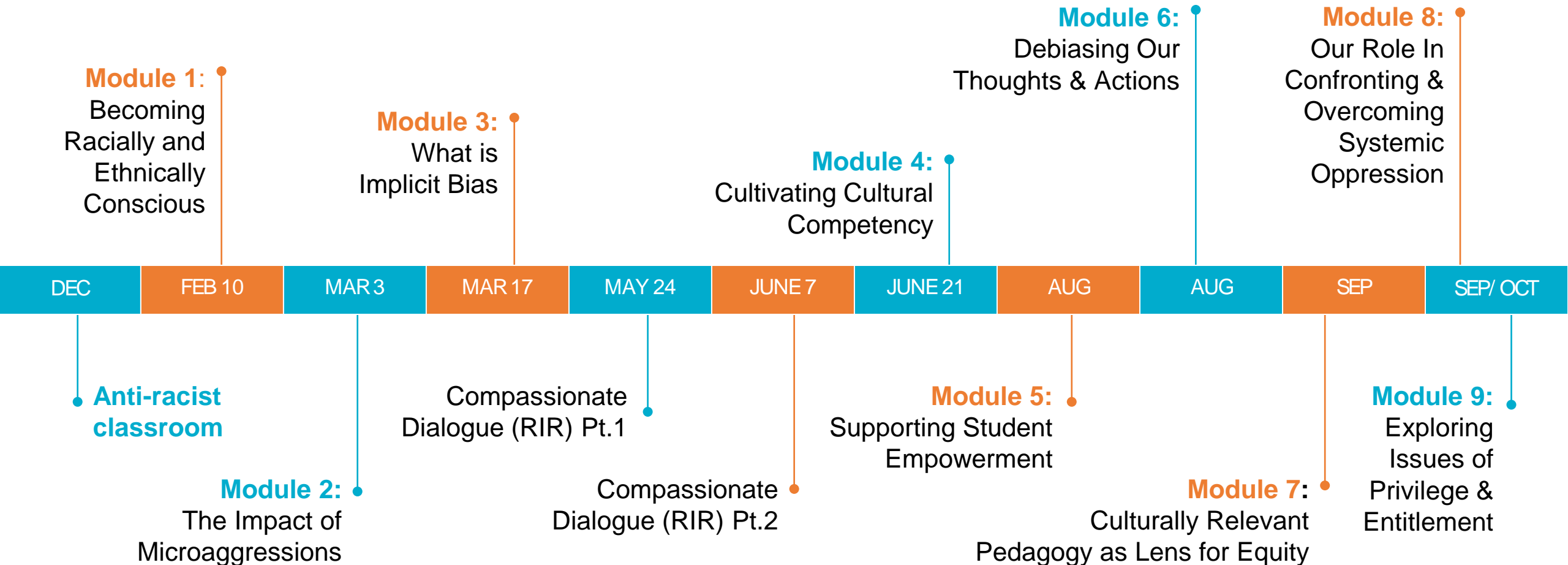
Social Emotional Learning



Our Call To Action- Antiracism

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. *(from our Antiracist Classroom)*

EPOCH Anti-Racist Learning & Capacity Building For SCUSD Leaders



Here's what we learned from last year:



Kelvin Spring Pulses:

- *Emotion Safety* was highest (74%-85%).
- *Emotion Regulation* was lowest (52%-67%)

Spring 2021 School Climate Survey:

- *Social Awareness* was highest (89%)
- *Self-Awareness* was lowest indicator with 47% of students responding that they were “able to describe feelings or emotions”

Equity Considerations:

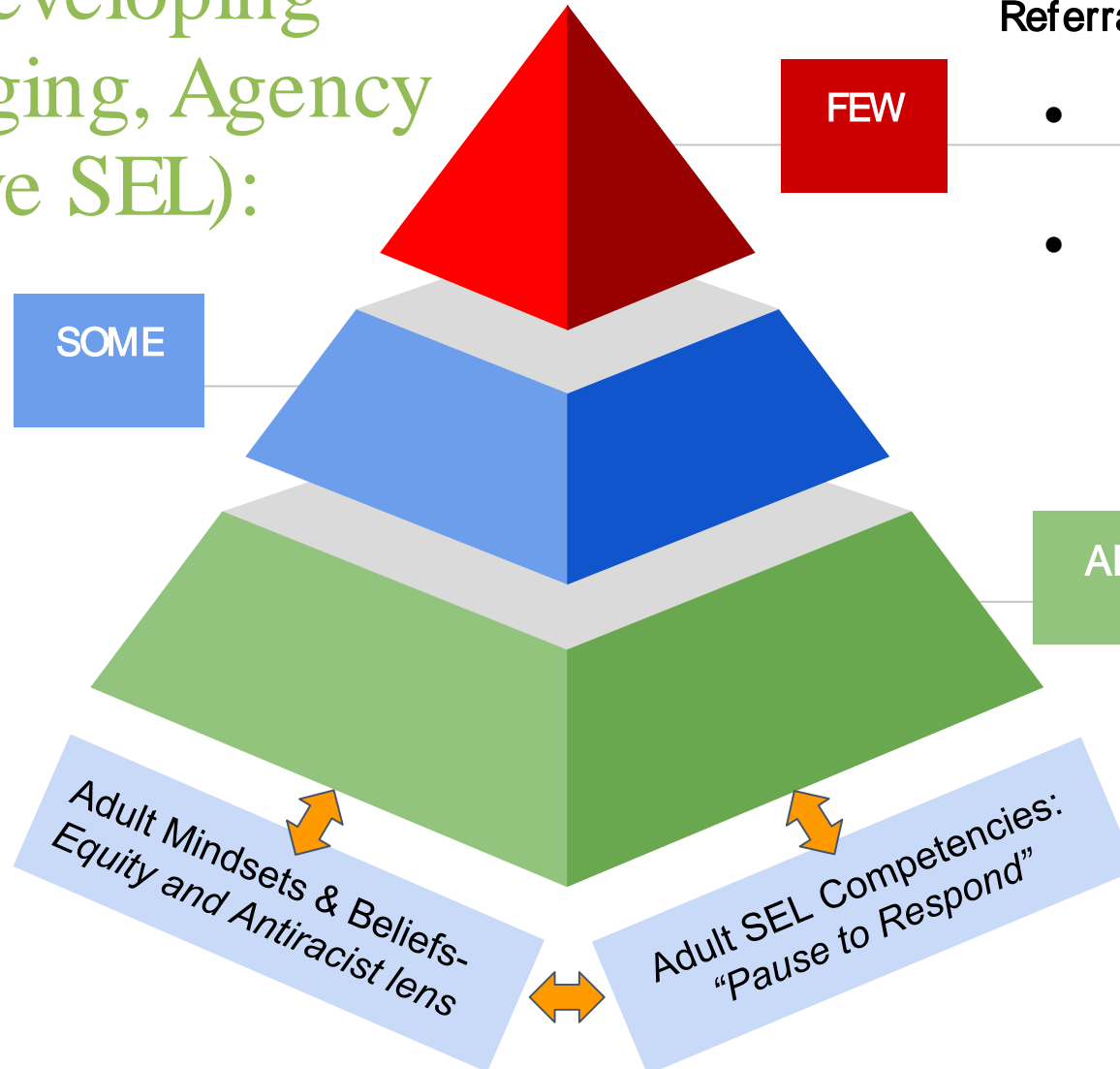
- Black/African American, Native Hawaiian/Pacific Islander, Hmong, Laotian, ELL, and SPED students had lowest positive responses to school climate

“Name it, to
tame it.”

Tiered Restorative SEL Approach to Developing Identity, Belonging, Agency (Transformative SEL):

Restorative Calm Spaces

- Reteach opportunities
- Calming Places or Restorative Spaces to de-escalate & reflect
- Opportunities for problem solving whole class or in restorative harm circles



Formal Restorative Conference and Referral for Counseling Support

- Interventions and supports from Student Support Services & Health Services
- Restorative Conferences to support students to re-engage in classroom

Relationship building & Community-Identity, Belonging & Agency

- 3 Rs: Relationships, Routines, Resilience
- 3 SEL Signature Practices to integrate into Academics & Explicit teaching of SEL skills
- Daily Circles to check in & practice self-regulation strategies, such as mindfulness or calming brain breaks

Safety Office

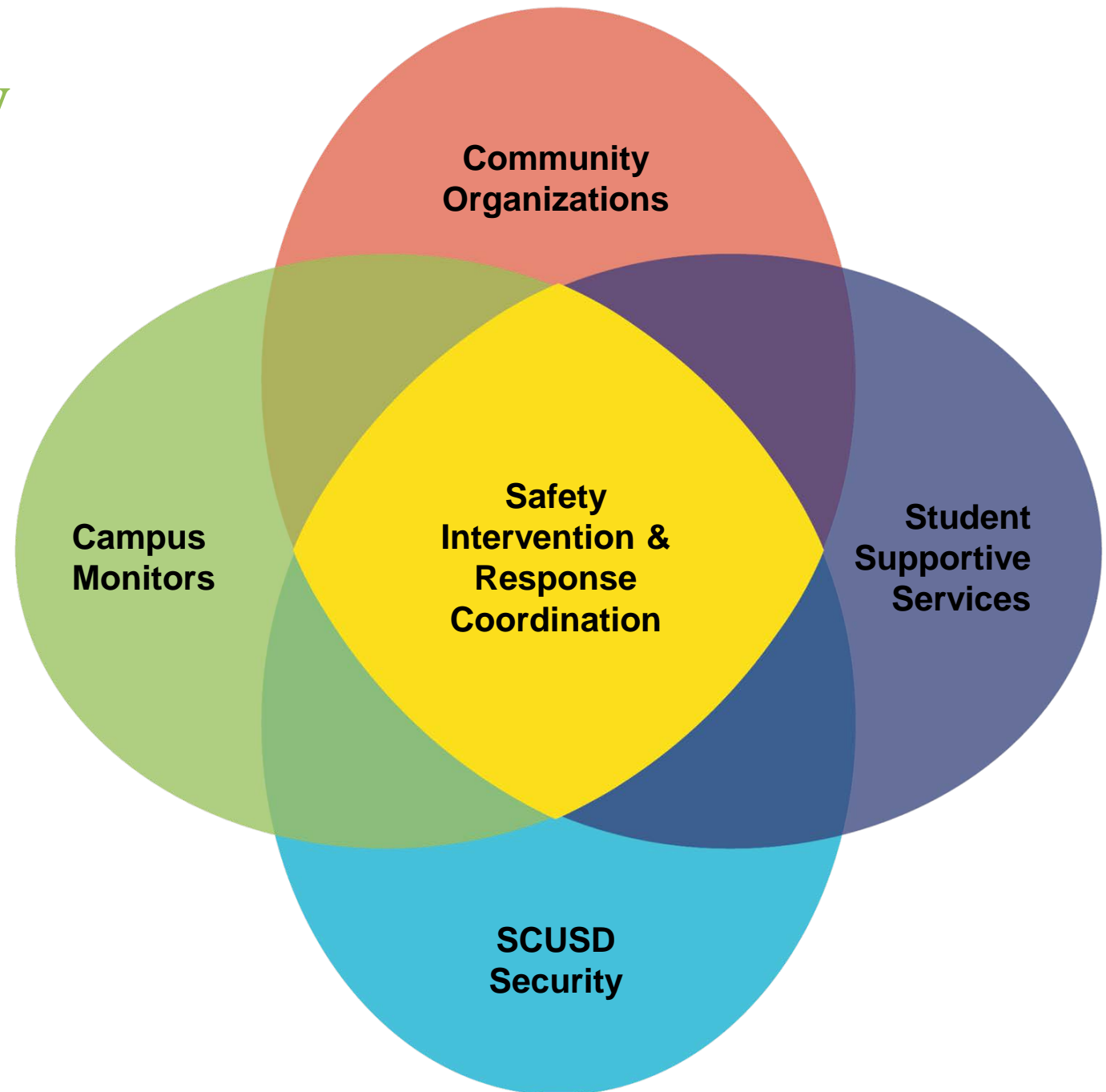


RE IMAGINED

Parameters of Our Efforts

- Funding Challenges
- District needs to develop a strategy, utilizing all resources for safety strategy
- Strategies respective of the concerns conveyed throughout the Re Imagine School Safety Task Force.

District-Led Safety and Intervention Response



School Administrator Guidance

Who does Admin call if we need support?

Admin calls (916) 549-6899 to access SCUSD SIRC nonviolent de-escalation supports, for example:

- Severely escalated student, causing harm or danger
- Student running away from campus and their safety is in jeopardy (elopement)
- Fight that school personnel cannot subdue unassisted
- Unwelcome outsider(s) who do not disrupt operations or do not pose a potential safety issue entering campus
- Need to issue stay away order
- Wellness Check
- Situation in the neighborhood that appears to involve police
- Any other situation requiring immediate nonviolent de-escalation supports or when you're not sure if a situation might require law enforcement

What if there's a mental health crisis?

- Admin should call site therapist, psychologist, social worker, or Student Supportive Services
- If student meets risk criteria, Admin contacts parent to request they transport student for assessment. If unable, call mobile crisis to conduct assessment

When would Admin call the SPD / SSD non-emergency line?

Admin calls SPD (916) 264-5471

SSD (916) 874-5115

non-emergencies, for example:

To dispose of contraband or large amounts illegal drugs (note: the names of students need not be disclosed to police for disposal)

- If a serious crime is believed to have taken place (but is not currently in progress)
- If a parent demands that the police be called, provide them the number so they may call themselves, unless the situation is a mandatory school notification of law enforcement, in which case the school administrator may call (refer to list of when to call 911).

Important Numbers:

- Child Protective Services:
- Sacramento County Mobile Mental Health Crisis Team
- Sacramento Mobile Mental Health Crisis Team

When would we call 911?

Call 911 whenever there is an imminent danger to someone's health or safety, for example:

- Bomb threat/discovery of a bomb
- Medical emergencies
- Fire
- Serious injury (e.g., resulting from suicide attempt, violence, accident, etc.)
- Drive-by shooting on school site
- Person shooting brandishing a gun or explosive
- Armed robbery or hostage situation
- Abduction/kidnapping (observed or suspected)
- Major violent crime in progress (e.g., sexual assault, attempted murder, etc.)
- Emergency building evacuation (e.g., fire, hazardous materials/fumes, gas leak, etc.)
- Any operational failure that puts lives in danger (e.g., broken water, steam or gas lines)
- Any other situation posing an imminent danger to someone's health or safety

If 911 is called and safe call Ray Lozada (916) 549-6899 Safe Schools Director

** District is developing the Safety Intervention and Response Coordination (SIRC)

STUDENT SUPPORT SERVICES

- Mental Health
- Supportive Services
- Crisis Response

CAMPUS MONITORS

- Relationships
- Two from each High School Campus
- Crisis Prevention Institute (CPI) Training

SCHOOL SECURITY

- Building Familiarity
- Camera Monitoring
- Evacuation
- Command Post Assistance

COMMUNITY-BASED ORGANIZATION

- Grass Roots
- Credible Messengers
- Lived Experience
- Adult Presence = Self Regulation
- Student Advocates

Gang Violence Suppression Process Re-Imagined

- 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



Wrap Up

Next Steps

- Incorporate the latest **State and County** Health and Safety guidance as pandemic mitigation practices evolve
- Determine how to best meet the needs of students with disabilities and other vulnerable populations
- Continued outreach with stakeholders
- Complete discussions of negotiable effects with labor partners
- Refine communication planning and development of site toolkits and materials
- Provide additional resources and support for parents

Discussion