

Opening of Schools Update Board Meeting

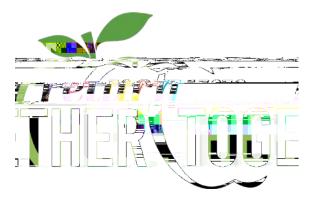
August 20, 2020 Agenda Item No. 7.1 Presented by:

Victoria Flores, Director of Student Support and Health Services Nathaniel Browning, Director of Facilities Kelsey Nederveld, Nutritionist Cancy McArn, Chief of Human Resources Dr. Tiffany Smith-Simmons, Director of Human Resources Chad Sweitzer, Instructional Assistant Superintendent Jennifer Kretschman, Director of Multi-Tiered System of Support Ken McPeters, Director of Enrollment Center Doug Huscher, Assistant Superintendent of Student Supports Christina Espinosa, Director of Guidance and Counseling Christine Baeta, Chief Academic Officer Matt Turkie, Assistant Superintendent, Curriculum and Instruction Mai Xi Lee, Director of Social Emotional Learning Dr. Mark Carnero, Youth Development Specialist Vincent Harris, Chief of Continuous Improvement and Accountability



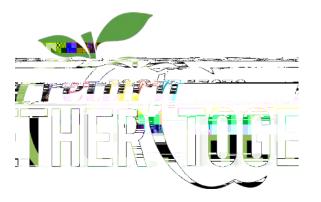
Agenda

- Vision/Guiding Principles
 - Health and Safety
 - Nutrition
 - Learning Options
 - Human Capital
- Student and Family Suppor0.002 Tc 0.008/9005 Tm(H)



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. <u>Health, Safety and Well-being</u>: 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. <u>Academics and Instruction</u>: 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. <u>Agility</u>: 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. <u>Needs-based and Care Given</u>: 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. <u>Engagement & Communication</u>: 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.





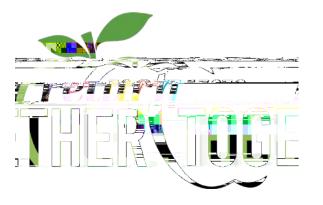












In-Person Repening Criteria



How do we keep ourselves and others safe?



Physical Distancing

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

All students & staff must wash or disinfect their hands frequently.

Signage will be widely posted

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

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

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

Screening



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?

Nutrition Services Meal Requirement Changes

Summer meal flexibilities and waivers end August 31, 2020

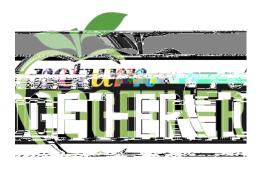
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Learning Options Survey Highlights

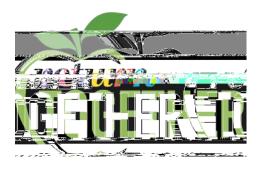
We received 22,952 <u>unduplicated</u> parent/guardian responses during the survey window from 7/27 to 8/10

- 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	HILMAN RESOURCES 5	Attrition 86
Percentage of fully staffed classrooms 98%	Transactions 4,083	Employees Who Remain Laid Off



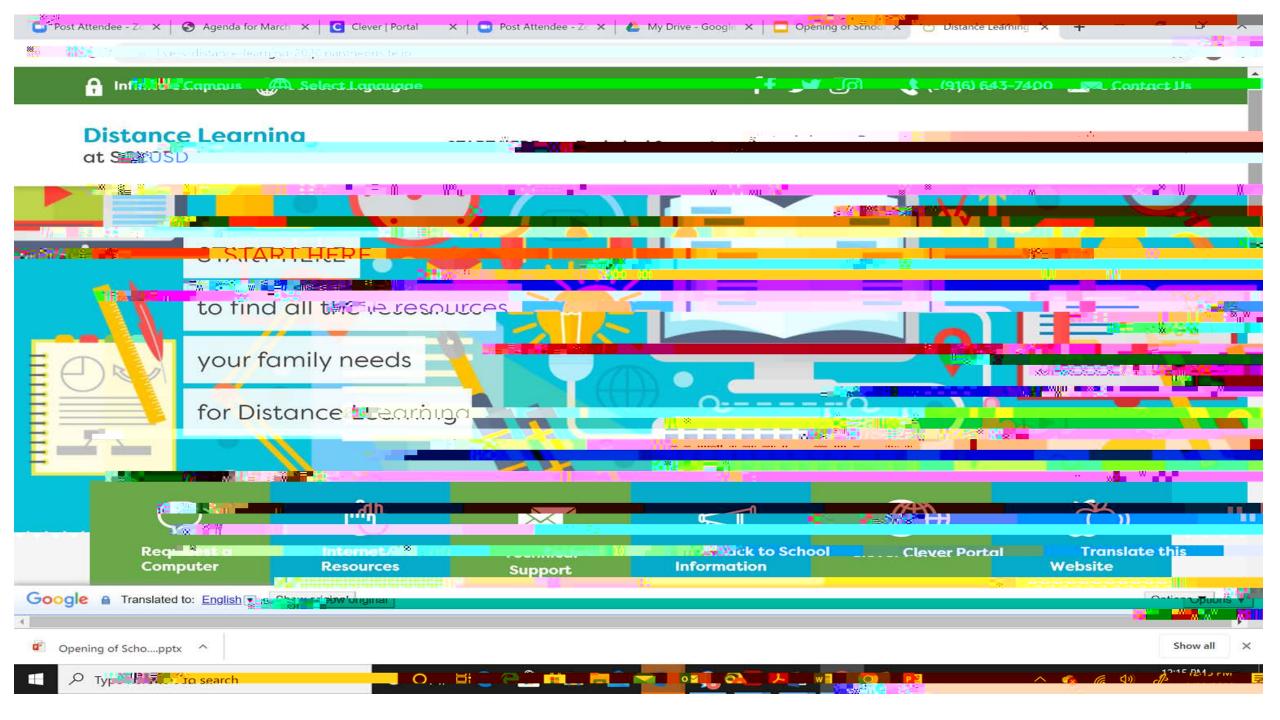
Declaration of Intent to Return

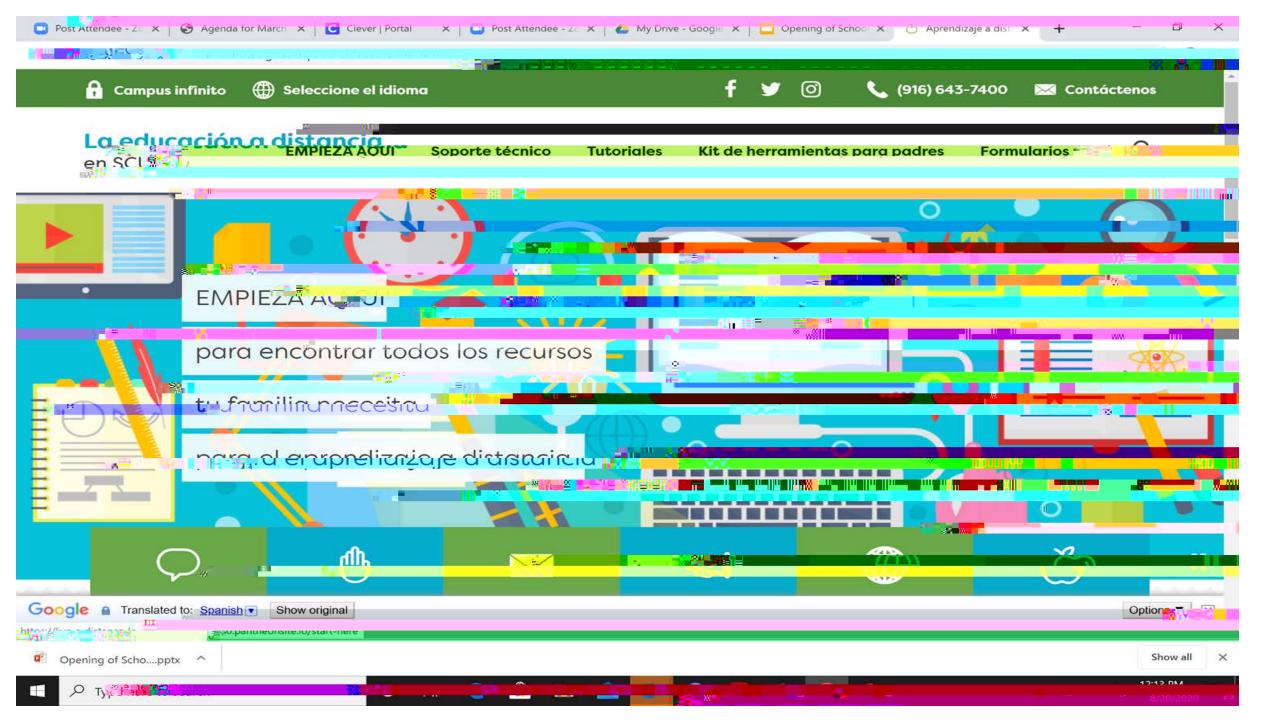
Yesterday, we began surveying our employees. As of mid-day August 19, with 583 responses, the data for employees show:

- 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.







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 -



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)





Student Enrollment

Expanded Learning Programming

- SCUSD Expanded Learningtl 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 Supporthome 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 Hubstn 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





Distance Learning

Distance Learning Instructional Practices

N Priority Standard Scope and Sequence

Ñ Six step process

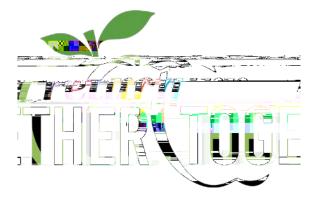
N Universal Design for Learning

Ñ Ability to regularly monitor academic and social and emotional performance

N Aligned professional learning for site leaders and teachers

- Special Education Accountability and Support





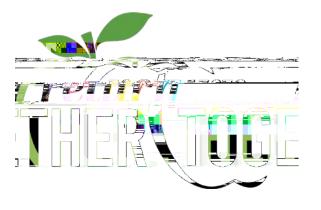
Professional Learning for School Leaders and Teachers:

- 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)





Our Call To Action

THE ANTI-RACISI II ASSRUMENT



COMMIT

Pledge to be Anti-Racist

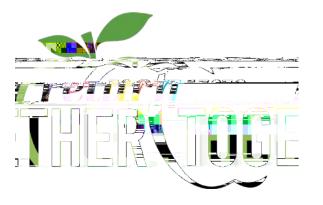
LEARN

Books, podcasts and other resumes



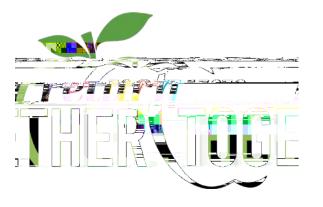
REFLECT & CONNECT

COMMUNITY BFI ONGING & HFAI ING



Building Our Collective Efficacy

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



Discussion and Questions