Update on Conditions of Readiness for School Reopening and Adoption of School Re-Opening Plan

Board Meeting
March 4, 2021
Agenda Item No. 7.2
Presented by:

Leilani Aguinaldo, Director, School Services of California
Raoul Bozio, In-House Legal Counsel
Nathaniel Browning, Director of Facilities
Diana Flores, Director of Nutrition Services
Victoria Flores, Director of Student Support and Health Services
Vincent Harris, Chief of Continuous Improvement and Accountability
Doug Huscher, Assistant Superintendent, Student Support Services
Manpreet Kaur, Youth Development
Mai Xi Lee, Director of Social Emotional Learning
Keyshun Marshall, Coordinator of Risk Management
Cancy McArn, Chief Human Resources Officer
Leigh Sata, Interim Assistant Superintendent, Operations
Chad Sweitzer, Instructional Assistant Superintendent
Matt Turkie, Assistant Superintendent, Curriculum and Instruction
Jeff Winn, Facilities Maintenance Manager

November 19, 2020, Board RESOLUTION NO. 3176 Adoption of Conditions Of Readiness For The RE-OPENING OF SCHOOL

- Adopted the conditions of readiness for school re-opening (Attachment A of Resolution)

- Directed the Superintendent to monitor and report back to the Board at future Board meetings regarding the implementation of readiness of school re-opening

- Directed the Superintendent to recommend to the Board when it is safe to re-open the District's schools, including a recommended plan and timeline, whether by hybrid, gradual re-opening

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 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.

Sacramento County Public Health - COVID-19 Levels

County risk level	Adjusted case rate* 7-day average of daily COVID-19 cases per 100K with 7-day lag, adjusted for number of tests performed	Positivity rate** 7-day average of all COVID-19 tests performed that are positive	
		Entire county	Healthy equity quartile
WIDESPREAD Many non-essential indoor business operations are closed	More than 7.0 Daily new cases (per 100k)	More than 8.0% Positive tests	
SUBSTANTIAL Some non-essential indoor business operations are closed	4.0 – 7.0 Daily new cases (per 100k)	5.0 – 8.0% Positive tests	5.3 – 8.0% Positive tests
MODERATE Some indoor business operations are open with modifications	1.0 – 3.9 Daily new cases (per 100k)	2.0 – 4.9% Positive tests	2.2 – 5.2% Positive tests
MINIMAL Most indoor business operations are open with modifications	Less than 1.0 Daily new cases (per 100k)	Less than 2.0% Positive tests	Less than 2.2% Positive tests

California Department of Public Health
Sacramento County COVID-19 Cases

Sacramento County **Purple/Widespread Risk Level**

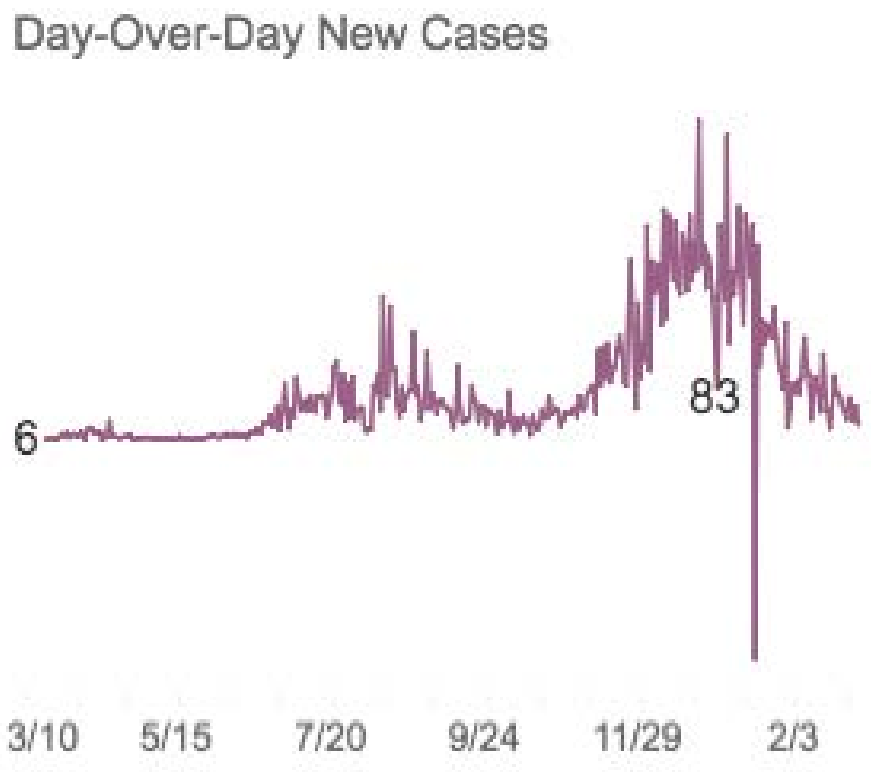
Sacramento CASES

93,546

1 Day Δ	7 Day Δ	14 Day Δ
+83	+1,070	+2,455
+0.1%	+1.2%	+2.7%

7 Day Avg.	14 Day Avg.	Weekly % Change
153	175	-22.7%

US Total Cases: 28,405,925



- **12 cases** a day per 100K residents
- 4.7% positivity rate
- 6.6% health equity quartile positivity rate

PK-6th schools are allowed to open when 7-day avg. case rate is *less than 25 cases a day per 100k residents*

Re-Opening Tier Parameters

The County Must meet the criteria for case rate and positivity rate for the next tier for the prior two consecutive weeks before advancing to the next tier.

Purple

- Schools are allowed to open when 7-day avg. case rate is less than 25 cases a day per 100k residents
- Offer optional in-person instruction to all students with exceptional needs if consistent with each student's individualized educational program and all prioritized students
- Offer optional in-person instruction to all students PK-2nd grade
- Schools not already open to all students for in-person instruction must remain closed
- Schools conducting in-person instruction or supports must maintain mitigation measures, including social distancing, face coverings, and sanitization, in compliance with schools guidance from CDPH and Sacramento County Public Health.

Red

- Sacramento County will move to red tier when the avg. case rate is less than 4-7 cases a day per 100k residents (currently 12) and the positivity rate is 5-8% (currently 4.7%)
- Schools can reopen for all grade levels on the Wednesday after reaching the red tier.
- Schools conducting in-person instruction or supports must maintain mitigation measures, including social distancing, face coverings, and sanitization, in compliance with schools guidance from CDPH and Sacramento County Public Health.

Amended Assembly Bill 86/Senate Bill 86
Governor and Legislature Revised Plan 3/1/21

In-Person Instruction Grants:

- $2 billion to support in-person instruction, based on LCFF funding
- Must offer continuous in-person instruction by April 1 (April 5 after factoring in Spring Break)
  - After April 1 - loss of 1% of funding for each instructional day that passes without in-person instruction
  - In-person instruction must start by May 15 or all funding is forfeited
- Must post COVID-19 Safety Plan at least 5 days prior to offering in-person instruction

In-Person Instruction Grant requirements:

- Cohorts of prioritized students in all grades
- Purple tier (< 25 cases per 100K) - All students in grades TK-2
- Red/orange/yellow tiers - All elementary grades, and one middle or high school grade

Labor Relations:

- No reference to a requirement for a collective bargaining agreement (CBA) as a condition of receiving the funds or as a condition for reopening. However, districts should note that even in the absence of any explicit requirement for a CBA in order to be eligible for the grant, existing requirements to collaborate and negotiate with labor partners under the Educational Employment Relations Act (EERA) remain.

Prioritized Students:

pupils with disabilities

pupils at risk for abuse or neglect

youth in foster care

homeless youth

English language learners

pupils without access to online instruction

disengaged pupils

Amended Assembly Bill 86/Senate Bill 86

Governor and Legislature Revised Plan 3/1/21

Testing & Safety:

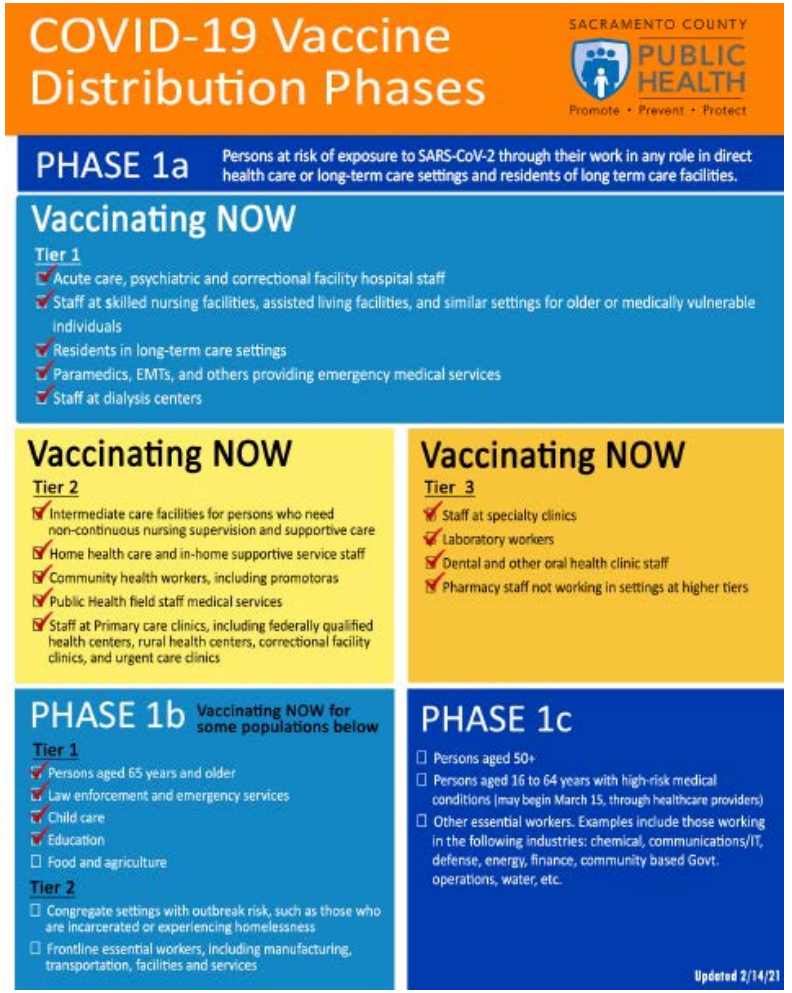
- 10% of vaccine allocation reserved for education workers
- While in the purple tier, as a condition of grant funding, districts are required to follow asymptomatic testing cadence referenced by CDPH
  - >14/100,000 - weekly testing of students and staff
  - < 14/100,000 - testing every two weeks for students and staff
- Two outbreaks of COVID-19 within a school prompts an immediate CDPH safety review

Expanded Learning Opportunity Grants:

- $4.6 billion in funding allocated according to LCFF funding, with an additional $1,000 in per-pupil funding for each student experiencing homelessness
  - Funds can be used immediately through Aug. 31, 2022
- At least 85% of funds must be used for in-person activities
  - 10% must be used to employ paraprofessionals to support instruction
- By June 1, governing board must adopt a plan describing how funds will be used
  - Shall provide an opportunity for parents and staff to be involved in plan development

COVID Vaccine

- February 16th Sacramento County moved further into the Phase 1b group to include education & childcare staff
- Individuals may sign up for vaccine updates through:
  - https://www.saccounty.net/COVID-19/Pages/CoronavirusVaccine.aspx
  - Health insurance provider
  - Dignity Health/SCUSD Clinics
    - Friday 2/19 - first dose & 3/12 - second dose
    - Friday 2/26 - first dose & 3/19 - second dose
    - Curative Vaccine Clinic at McClellan Park
    - Vaccination is voluntary and by appointment only
    - As of 3/2 all eligible staff have received an invitation for vaccination from SCUSD and/or SCPH



COVID Vaccine - Priority Groups

Dignity & SCUSD Clinic 2/19:

- 1,957 priority 1 invites
- 1,114 verified educators
  - 1,535 total vaccines

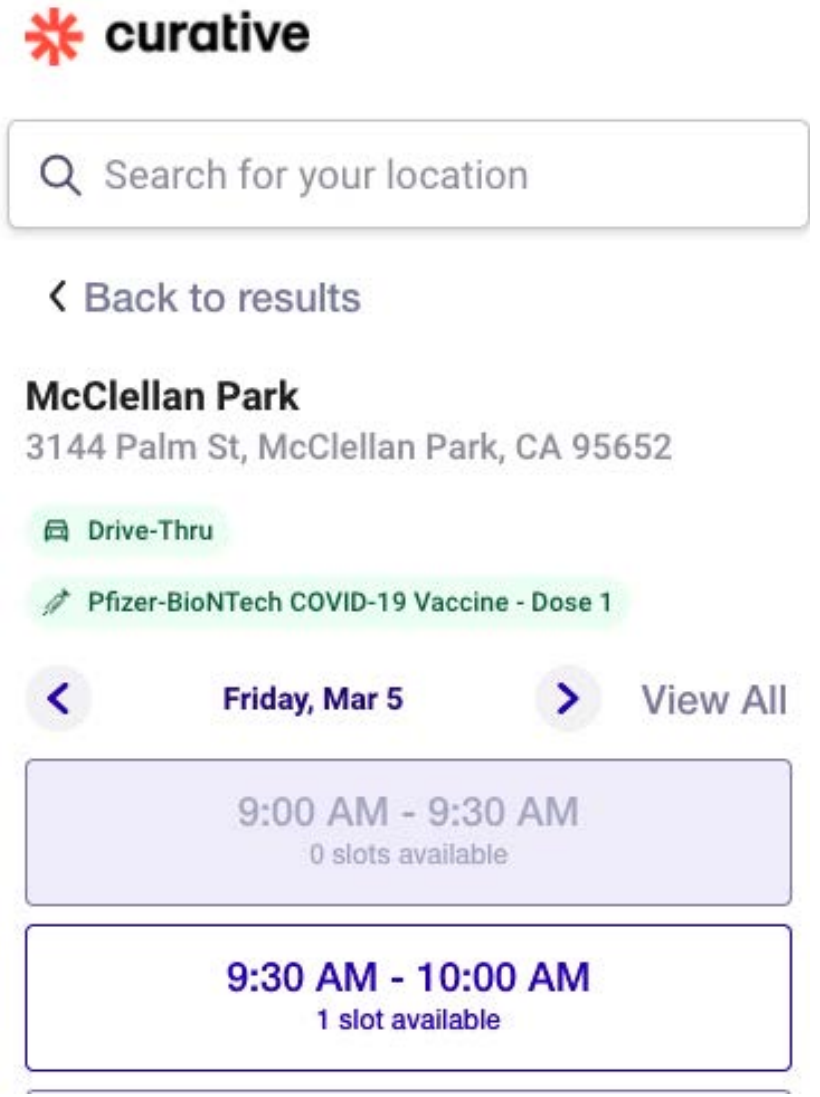
Dignity & SCUSD Clinic 2/26:

- 2,216 priority 2 invites
- 1,076 verified educators
  - 1,715 total vaccines

Priority Groups	Priority Group
Nutrition Services (including re-assigned CD & Transportation staff) Youth Development Elementary Special Education teachers and aides Elementary Site Administration Elementary Facilities (Plant Managers and Custodians) Elementary Office Staff (Office Managers and Clerks) IT Staff Learning Hub Staff Facilities/Maintenance & Operations staff 65+ EK - 3rd Grade Teachers	1
Special Education 4-6th Grade Teachers High School Staff and Educators Middle Schools Staff and Educators Athletic Coaches Adult Education Child Development Transportation	2
Classified & Certificated Substitutes Remaining Serna Center Department staff Board of Education Superintendent	3

COVID Vaccine - Priority Groups

- Planned 3/5/21 Clinic with Dignity Health & SCUSD is postponed due to changes in the allocation of vaccines
  - planning to continue clinics starting in April
  - All 2nd dose vaccine clinics will still be held at Serna with Dignity on 3/12 and 3/19
- Partnered with SCPH & Curative McClellan Park vaccine clinic to provide access to vaccine appointments for all staff in priority 3 group
- SCPH sent invitations directly to staff
- Provided the publicly available link to all staff



REOPENING DASHBOARD

Our team is hard at work to ensure that our students, staff, and community remain safe as we plan to reopen. You can read more about what our district is doing to go above and beyond local, state, and federal recommendations and requirements here.

*AAB (Above and Beyond) Indicates a Condition that is not Required by Local, State, or Federal Entities

*SSA (Safe Schools for All) Indicates a Metric indicated in the Governor's Safe Schools for All Plan

Dashboard Updated: February 18, 2021

To learn more about each metric and its progress, please click on the titles below.

Completed Dashboard Metrics
Communications

- Health and Safety Plan:
  - Published (continually revised) **COMPLETED**
  - Videos and website published **COMPLETED**
  - Contact Tracing Procedures **COMPLETED**
- Health Promotion Practices (Flu Clinic/COVID Clinic) **COMPLETED**
- SCUSD Dashboard on positive cases/exposures **COMPLETED**

Completed Dashboard Metrics
Communications

Return to Health revisions:

- In-Person reopening criteria
- Stay at Home/Return to School Guidelines
- Quarantine timelines
- Travel advisories
- COVID Vaccine
- COVID Testing
- Cohorting/Stable Groups
- Classroom Pets

Completed Dashboard Metrics
Site Safety

- Care Room Supplies and procedures at each site **COMPLETED**
- Daily disinfection schedule **COMPLETED**
- Plexiglass barriers:
  - Front office locations **COMPLETED**
  - For student one-on-one assessments **COMPLETED**
  - Stanchions for crowd flow **COMPLETED**

Completed Dashboard Metrics
Site Safety

- Daily Inspection Checklist **COMPLETED**
    i. Updated to meet current CDPH and CDC guidelines

Sacramento City UNIFIED SCHOOL DISTRICT

DAILY INSPECTION FORM for COVID-19 REOPENING PLAN

This form is designed to assist a school-site in verifying that COVID-related guidance and precautions are being adhered to as stated in the district reopening plan. It may also serve as a tool to identify which items need to be updated, retaught, or reinforced to make the school site safe for everyone.

Date: _____

Person conducting inspection: _____

Location: _____

Preventive Practice	Outcome of Today's Review			Description/Notes	Corrective Action Taken
	Aligns with COVID-19 Prevention Program	Minor Concern (provide details)	Improvement Needed (indicate specific details for improvement)		
Supplies All rooms, common areas are stocked with:					
Disposable Face Covering (adult/children)					
Hand Sanitizer					
Hand Soap (if applicable)					
Reusable Mask Clips (if applicable)					
Gloves (if applicable)					
Face Shields (adult/children if applicable)					
Adult Smock (if applicable)					

Completed Dashboard Metrics
Ventilation & Hygiene

- HVAC units:
  - Reprogrammed to run continuously **COMPLETED**
  - Opened for outside air **COMPLETED**

- Disable Hand Dryers **COMPLETED**
- Disable drinking fountains **COMPLETED**
- Flush water lines **COMPLETED**
- Hand Soap and/or Sanitizer in all classrooms and common places **COMPLETED**
- Facial Tissue in all classrooms and common places **COMPLETED**

Completed Dashboard Metrics
Preparing for Employees

- All employees provided access to Hour Zero Training **COMPLETED**

- Testing available for all staff at Sac County Public Health Community Testing Sites **COMPLETED**
- Process for Reporting Positive Test **COMPLETED**

Completed Dashboard Metrics
Screening & Face Coverings

- Health Screening procedures **COMPLETED**
- Protocols for visitors or non-essential people on SCUSD sites **COMPLETED**
- Temperature check equipment at each site
  - Handheld **COMPLETED**
  - Temperature check equipment at each site **COMPLETED**
    i. Thermal Scanning
       1. All Thermal Scanners are at sites
       2. Sites are receiving instruction on how to use them

- Face Coverings in all classrooms and common places **COMPLETED**
- Face Coverings required for all grade levels (except medical exemption) **COMPLETED**

In Progress Dashboard Metrics
Testing

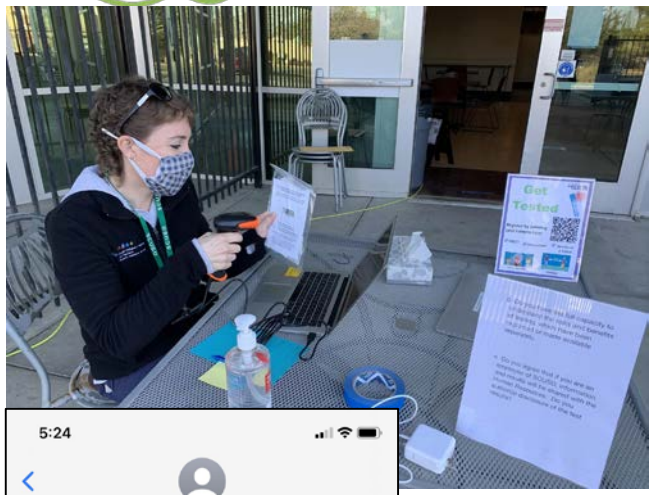
- Routine SCUSD on-site testing **IN PROGRESS**
  - Health Services will provide COVID testing for staff and students at all Learning Hub sites and all district locations based on county tier assignment - testing is conducted during the school day
  - Week of March 1st - setting up sites and getting staff & students registered into the Color platform
  - Week of March 8th - begin on site testing at work and school sites

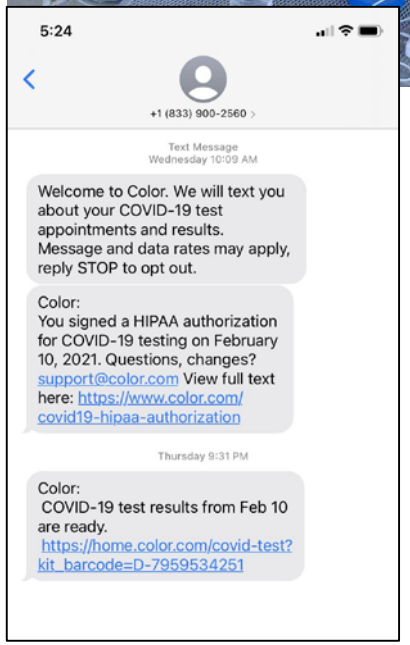
    PCR Testing – Results are available in 24-48 hours

    Rapid Antigen Testing – Results in 15 minutes.

In Progress Dashboard Metrics

Testing





Nutrition Services Warehouse Staff! Weekly Testing

return to HEALTH

Stop the spread of COVID-19.

Register now!

✓ Results in 2-3 days

Register once then just drop in every week. To register point your camera at the QR code or go to: https://home.color.com/covid/sign-up/start?partner=3467439staff

✓ FREE! ✓ VOLUNTARY ✓ Self swab is so easy!

Questions about testing? Call Health Services 916-826-4863

In Progress Dashboard Metrics
Site Safety

- Plexiglass barriers: **IN PROGRESS**
  - Front counters - completed in November 2020
  - Library counters - will be completed by March 6, 2021
  - Multipurpose and meal counters - complete in February 2021
- Directional signage and stanchions: **IN PROGRESS**
  - Stanchions provided to each site - complete January 2021
  - Directional arrows and signage provided - will be completed by March 31, 2021.

Third Party Facilities Assessment

- PBK Architects specialize in COVID-19 readiness assessments.
- Multiple California school districts have contracted with PBK for COVID-19 readiness assessment--including Twin Rivers, Natomas, Galt, and Robla in our area.
- Initially walked each site last December 2020 to outline any adjustments needed to best mitigate COVID-19.
- Adjustments needed are being made now.
- PBK has scheduled and will complete final inspections of our facilities by March 26, 2021.

Information about AB 841

AB 841 provides State funding to upgrade HVAC and water fixtures in public schools through competitive grant program

- *Prioritizes schools in underserved communities and those near freeways or industrial facilities*
- *Will provide funding for the assessment, repair & replacement of HVAC systems, provide new HVAC filters, and provide for the installation of CO2 monitors*
- *Provides funds to replace aging and inefficient water fixtures and appliances in schools*

Grant program still being worked out, funding not yet available:

https://www.energy.ca.gov/programs-and-topics/programs/school-energy-efficiency-stimulus-sees-program-assembly-bill-841

Ventilation and Filtration Guidelines

SCUSD Facilities Department continues to track reopening of schools guidelines issued by:

- *The California Department of Public Health (CDPH)*
- *The Centers for Disease Control (CDC)*
- *American Society of Heating Refrigerating and Air-Conditioning Engineers (ASHRAE)*

A multi-layered approach was created by Staff to prepare for eventual reopening of schools

- *CDC and CDPH both refer to ASHRAE for ventilation standards*
- *Specifics to address ventilation continues to evolve as CDC issues new direction, and the overall approach remains sound*

The Centers for Disease Control (CDC) continues to provide new information and guidelines on returning to school, the latest issued on March 1, 2021

CDC Guidelines (highlights)

Bring in as much outdoor air as possible

- *Where safe to do so, open windows and doors*
- *[Hold] activities, classes or lunches outdoors when circumstances allow*

Ensure HVAC systems are maximizing ventilation

- *Service HVAC and ensure they are meeting codes*
- *Bring in as much outside air as possible*
- *Consider running air 2-hours before and after building is occupied*

Filter and/or clean the air in school

- *Improve level of air filtration as much as possible*
- *Consider portable air cleaners*

Use exhaust fans in restrooms and kitchens

- *Inspect and maintain exhaust ventilation*

Open windows in transportation vehicles

These CDC guidelines were updated on February 26th, and are found here: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html

Matrix of Ventilation Options

Recommendations	*CDPH*	*CDC*	*ASHRAE*	*SCUSD*	*Status*
Open doors & Windows	X	X	X	X	*Completed by Facilities Staff*
Increase Outside Air	X	X	X	X	*Completed by Facilities Staff*
Open Outside Air Dampers	X	X	X	X	*Completed by Facilities Staff*
Constant Supply Fan			X	X	*Completed by Facilities Staff*
Constant Exhaust Fan				X	*Completed by Facilities Staff*
Re-program Demand Control Ventilation Units	X	X	X	X	*Completed by Facilities Staff*
MERV-13 filtration or higher, if possible	X	X	X	X	*3rd replacement cycle – see later slide*
Purge Cycles		X	X	N/A	*N/A-SCUSD is continually purging*
Restroom Exhaust Fans set to run continuously during occupied hours		X	X	X	*Completed by Facilities Staff*
Ensure proper operation of HVAC units	X	X	X	X	*3rd party assessment proposal due March 5*
Portable HEPA	X	X	X	X	*Suitable unit identified. Proceed?*

Ventilation and Filtration - Peer Schools

San Juan USD

- *MERV-13 already in place*
- *No portable HEPAs*
- *No CO2 devices*
- *2 hour flush of air before and after classroom occupancy*

Folsom-Cordova USD

- *MERV-13 already in place*
- *No portable HEPAs*
- *No CO2 devices*
- *50% outside air, running 24/7*

Ventilation and Filtration - Peer Schools

Natomas USD

- *All MERV-13 (unknown if in place yet)*
- *No portable HEPAs*
- *No CO2 devices*

Elk Grove USD

- *Mix of MERV-13 and MERV-8*
- *Will consider HEPAs when less than MERV-13 and feasible*
- *No CO2 monitors*

SCUSD Ventilation/Filtration Goals

VENTILATION GOALS

- Upgrade filters wherever possible, from MERV-8 to MERV-13
- Tune up HVAC units in all schools
- Provide portable HEPA filtration units for classrooms that do not have MERV-13 filters
- Portable HEPA filtration units may be deployed to large spaces as MERV-8 filters are upgraded to MERV-13
- Flush air in classrooms minimum of 2 hours before and after class
- Consider upgrading to CO2 monitors with bond or grant funds in future
- Consider upgrading HVAC units if necessary, with bond or grant funds

SCUSD Progress to Date

Replacement of HVAC filters 3x per year

- First cycle replacement completed December 2020
- Second cycle replacement will be completed March 12, 2021
- Third Cycle replacement scheduled to begin May 1, 2021 (cycle can start as early as April 1, 2021)

Filter Assessment

- Facilities staff to determine if MERV-8 filters can be upgraded to MERV-13 using 2” and 4” MERV-13 filters in existing HVAC units
- Assessment will be completed March 5, 2021
- Facilities staff identified a vendor with 2” & 4” MERV-13 filters in stock

MERV-13 filtration goal

- District has ~2,500 classrooms
- Facilities staff believe that between 1,500 and 2,000 classrooms can be outfitted with MERV-13 filters without replacing HVAC units

Selection of Portable UVDI Filtration Units

District sought guidance and a “common standard” ventilation from the State

- *Common standard was not issued in a timely fashion*
- *CARES funding deadline was December 30, 2020*
- *District contacted 11 commercial entities, with 3 responses*

District criteria for selection included

- *Mitigation of COVID virus in conjunction with other ASHRAE standards*
- *Large open classrooms (average size 960 square feet)*
- *Inadequate electrical infrastructure in many parts of the District*
- *Health and Safety of staff tasked with replacing HEPA filters*
- *Addressing VOCs caused by wildfire smoke*
- *Improving general indoor air quality*

Selection of Portable HEPA Filtration Units

Staff also conducted another review of HEPA filtration units without UVDI technology

District criteria included

- *Mitigation of COVID virus in conjunction with other ASHRAE filtration and ventilation standards*
- *Large open classrooms (average size 960 square feet)*
- *Inadequate electrical infrastructure in many parts of the District*

6 HEPA units met basic criteria and 4 units could handle classrooms size

- *Purchasing located 3,000 units that can be shipped and delivered by April 1, 2021*
- *Adequate supply to cover classrooms*

Additional Testing and Assessment

Qualified 3rd party identified to test the UVDI unit - due diligence

- *Forensic Analytics will provide proposal by March 5, 2021*
- *Testing of UVDI unit in 5 spaces across 3 campuses to determine if unit can clean the classroom air to meet District criteria*
- *Testing of UVDI unit in a closed space to ensure unit does not produce unsuitable by-products*

Qualified 3rd party identified to prepare Districtwide mechanical assessment

- *Arch-Nexus/Capital Engineering will provide proposal by March 5, 2021*
- *Assessment to determine whether to replace, repair, or upgrade each HVAC unit to meet MERV-13 filtration standards*

AB-841 and CO2 sensors

- *DSA determined that CO2 sensors articulated in AB-841 only apply to new buildings*
- *Facilities staff will use the Arch-Nexus/Capital Engineering Districtwide mechanical assessment as a basis for creating a HVAC project list (which may include CO2 sensors)*

Other Ventilation Items

District staff evaluating further ventilation enhancements at school entry points and public spaces

- *Ceiling fans with UV up-lighting or ionization*
- *Seeking input from peer schools*

Consider UVC HVAC solution by utilizing UVC “in-duct air disinfectant”

- *Can be coupled with MERV-8 filtration, but costs not available yet*
- *https://www.ashrae.org/technical-resources/filtration-disinfection#mechanical*

Portable HEPA units may not be large enough to accommodate gymnasiums

- *Consider outside activity in lieu of gym use*
- *Consider alternative solutions, including outdoor activities where practicable*

Summary of Ventilation

District will run HVAC with open dampers and 100% outside air while best practices are established

- *Seeking best practices about air changes/hr. & running units at night to save energy*

District will install MERV-13 filters wherever possible

- *Prioritize elementary school classrooms, followed by MS and HS*

Classrooms with MERV-8 filters will have portable HEPA units

- *Purchasing Dept. confirmed that 3,000 portable HEPA units can be delivered by April 8, 2021*

Opportunities and Challenges

- *MERV-13 filters may shorten lifespan of HVAC unit or create more repair work*
- *Procurement and installation of MERV-13 filters is possible in the next filter cycle, beginning on May 1 (or April 1, if desired)*
- *Tune up of HVAC systems by end of summer; Staff seeking capable HVAC vendor*

Human Resource Services Department
Intent to Return Forms - Summary Report
March 4, 2021

First Issuance of the Form:	8/19/20
Due Date:	8/27/20
Outcome of forms received:	1906
SCTA	985
SEIU	689
Teamsters	21
UPE	75
Non-represented	136

Second Issuance of the Form and Follow up Outreach (calls/emails) Through 1/4/21:	11/10/20
Due Date:	11/17/20
Outcome of forms received:	452
SCTA	276
SEIU	84
Teamsters	10
UPE	19
Non-represented	63

Third Issuance of the Form and Follow up Outreach (InformedK12 emails) Through 3/2/21 reminders:	1/15/21
Due Date:	1/31/21
Outcome of forms received:	3107
SCTA	1479
SEIU	1018
Teamsters/TCS	83
UPE	125
Non-represented	389

Total Number of Employees:	4467
Percentage of Forms Received	42.7%

Total Number of Employees:	3,081
Percentage of Forms Received	14.7%

Total Number of Employees:	5,396
Percentage of Forms Received	57%

Results of Follow-up Efforts (calls/emails/late responses)

- 265 responses were received by the 11/17/20 deadline
- Additional 187 responses gathered due to follow-up efforts

Dashboard – HR Data on Re-opening – February Data 3/3/21				
	Plans to Physically Attend	Plans to Physically Attend with Assistance	Plans to Remotely Attend	Does Not Plan to Attend
Overall Response Rate 57% (3107)	2607	278	202	20
SCTA	1197	142	130	10
SEIU	875	86	53	4
Teamsters	58	5	0	1
Teamsters Classified Supervisors	19	0	0	0
UPE	109	16	0	0
Classroom Teachers*	1131	138	124	8
Clerical Office Staff	190	20	13	0
Site Assigned Staff	1658	202	154	12
Department Assigned Staff	946	76	48	8
EK-3 Teachers	332	37	32	1 (221- no responses)
Elementary Sites	824	91	80	7
Middle School Sites	200	18	17	2
K-8 Sites	196	27	12	1
Secondary Sites	369	55	36	1
Nutrition Services	181	2	0	1
Transportation	42	8	2	0

*Includes Adult Ed, Child Development, Pre-school teachers

Elementary	Staff	%
ABRAHAM LINCOLN ELEMENTARY	7	29%
BG CHACON ACADEMY	3	14%
BOWLING GREEN ELEMENTARY	7	28%
CALEB GREENWOOD ELEMENTARY	9	36%
CAMELLIA BASIC ELEMENTARY	7	30%
CAPITAL CITY SCHOOL	1	5%
CAROLINE WENZEL ELEMENTARY	2	12%
CESAR CHAVEZ INTERMEDIATE	4	19%
CROCKER/RIVERSIDE ELEMENTARY	12	43%
DAVID LUBIN ELEMENTARY SCHOOL	4	13%
EARL WARREN ELEMENTARY SCHOOL	1	5%
EDWARD KEMBLE ELEMENTARY	6	20%
ELDER CREEK ELEMENTARY SCHOOL	13	38%
ETHEL I. BAKER ELEMENTARY	16	53%
ETHEL PHILLIPS ELEMENTARY	4	15%
FATHER K.B. KENNY - Elementary	2	10%
GOLDEN EMPIRE ELEMENTARY	7	26%
H.W. HARKNESS ELEMENTARY	4	17%
HOLLYWOOD PARK ELEMENTARY	3	17%
HUBERT H BANCROFT ELEMENTARY	3	11%
ISADOR COHEN ELEMENTARY SCHOOL	4	29%
JAMES W MARSHALL ELEMENTARY	6	29%

Elementary	Staff	%
JOHN BIDWELL ELEMENTARY	2	11%
JOHN CABRILLO ELEMENTARY	6	29%
JOHN D SLOAT BASIC ELEMENTARY	2	10%
MARK TWAIN ELEMENTARY SCHOOL	2	13%
MATSUYAMA ELEMENTARY SCHOOL	6	19%
NEW JOSEPH BONNHEIM	3	19%
NICHOLAS ELEMENTARY SCHOOL	9	31%
O. W. ERLEWINE ELEMENTARY	3	19%
OAK RIDGE ELEMENTARY SCHOOL	2	8%
PACIFIC ELEMENTARY SCHOOL	3	8%
PARKWAY ELEMENTARY SCHOOL	6	20%
PETER BURNETT ELEMENTARY	4	15%
PHOEBE A HEARST BASIC ELEM.	11	39%
PONY EXPRESS ELEMENTARY SCHOC	5	25%
SEQUOIA ELEMENTARY SCHOOL	9	41%
SUSAN B. ANTHONY ELEMENTARY	6	26%
SUTTERVILLE ELEMENTARY SCHOOL	5	19%
TAHOE ELEMENTARY SCHOOL	2	11%
THEODORE JUDAH ELEMENTARY	4	21%
WASHINGTON ELEMENTARY SCHOOI	1	8%
WILLIAM LAND ELEMENTARY	2	8%
WOODBINE ELEMENTARY SCHOOL	3	15%

Middle School	Staff	%
ALBERT EINSTEIN MIDDLE SCHOOL	4	12%
CALIFORNIA MIDDLE SCHOOL	7	17%
FERN BACON MIDDLE SCHOOL	5	15%
KIT CARSON INTL ACADEMY	9	28%
SAM BRANNAN MIDDLE SCHOOL	1	4%
SUTTER MIDDLE SCHOOL	17	35%
WILL C. WOOD MIDDLE SCHOOL	4	13%

K-8 School	Staff	%
A. M. WINN - K-8	5	22%
ALICE BIRNEY WALDORF - K-8	5	16%
GENEVIEVE DIDION ELEMENTARY	6	21%
JOHN H. STILL - K-8	8	15%
LEONARDO da VINCI ELEMENTARY	13	30%
MARTIN L. KING JR ELEMENTARY	3	13%
ROSA PARKS MIDDLE SCHOOL	6	14%

return TOGETHER

High School	Staff	%
ACCELERATED ACADEMY	1	20%
AMERICAN LEGION HIGH SCHOOL	1	5%
C. K. McCLATCHY HIGH SCHOOL	16	17%
CAPITAL CITY SCHOOL	1	5%
ENGINEERING AND SCIENCES HS	4	17%
GEO WASHINGTON CARVER	3	18%
HEALTH PROFESSIONS HIGH SCHOOL	2	13%
HIRAM W. JOHNSON HIGH SCHOOL	13	17%
JOHN F. KENNEDY HIGH SCHOOL	12	13%
LUTHER BURBANK HIGH SCHOOL	6	6%
NEW TECH	3	21%
ROSEMONT HIGH SCHOOL	6	10%
THE MET	3	18%
WEST CAMPUS	10	29%

Prepared to Meet the Needs of our Learners

- **Scope and Sequence Focused on Priority Standards**
  - Small group targeted instruction to teach pre-requisite skills
- **Universal Design for Learning**
  - Professional learning series for site leaders and teachers
  - Creating expert learners through individual strengths - firm goals, flexible means
  - Barrier free learning intentions, assessments, methods, materials
  - Anti-racism and UDL
- **Data Based Decision Making**
  - Cohort 1 schools in planning year
- **Anti-racist professional learning through EPOCH for leaders**
  - Nine Modules
  - Independent learning and small group reflection

Reopening with Social Emotional Learning (DL/Hybrid/Ongoing)

Reframing and Building Upon Our Resilience with Intentionality for ALL

Practices & Resources for ADULT SEL

(How adults show up):

Self-Care & Community Care

Practices & Resources for STUDENTS

(Nurturing Skills and Conditions):

- **Identity**
- **Belonging**
- **Agency**

Practices & Resources for PARENTS/ CARETAKERS

(In Partnership with):

Self-Care
Family
Resilience

The Power of Collective Healing:
Relationships, Routines, Resilience

Restorative Approaches to Supporting Student Behavior- Guidance for DL, Hybrid, & On-going

Trauma-Sensitive Approach

- Pause
- Reflect
- Respond Mindfully
  - “What has happened?”
  - “How can I help?”
  - “What do you need right now?”

Re-Engagement with Alternatives to Discipline

- Privately Connect with Student
- De-escalation Strategies (Calming mindful Strategies, Brain Breaks, Restorative Questions/Statements)
- Redirect & Reteach
- Peer Mentors or Peer Support
- Restorative Justice conversations & Harm circles
- Referral for Student Support Services

Follow DL Discipline Protocol 2020

- No suspensions for health-related mitigation protocols (e.g. Masks)
- Follow DL Discipline Protocol (Fall 2020 & Updated on 2/12/21)
  - Parent/Student Conference
  - Must consult with Stephan Brown & IAS before a suspension is issued

Mental Health Supports

What we can do:

- *Create safety*
- *Routine & structure*
- *Provide social-emotional supports to students & their caregivers*
- *Prioritize health and well-being*
- *Identify students & families who need support*
- *Respond with compassion & care*

Tier 2: Targeted Strategies Tier 2 mental health practices and systems provide targeted support for students who need more support than is provided. The focus is on supporting students who are at risk for developing more serious concerns in academics, behavior or course performance. Utilize early warning system, Early Identification and Intervention System (EIIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIIS, with a focus on connecting students to school and supporting their engagement. **7,544 Tier II Interventions Provided**	• Coordination of Services Team (COST) process - a Multidisciplinary Team meeting using student data to identify needs • Provide assessment and support services based on student responses to well-being surveys • Check-in/Check-out (CICO) • Psycho-educational groups: • Linkage to community-based services • School-based mental individual counseling (in person or virtually) for students and their caregivers • Mentoring • Case Management services • Professional Learning & consultation for school staff & caregivers • Training for students, staff and caregivers (i.e. suicide prevention, etc)
Tier 3: Intensive Strategies Individualized behavioral and academic support. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing behaviors that impact academic success. Continuing to use EIIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies are designed to work for all students, such as students with developmental disabilities, emotional and behavioral difficulties, and students impacted by toxic stress and/or trauma. **1,302 Tier III Interventions Provided to date**	• Referral and linkage to community-based services • Suicide Risk Assessment & Safety Planning • Crisis Intervention • Crisis intervention based on well-being surveys' • Alcohol and Drug Support • Behavioral support • Special Education & 504 advocacy & supports • Homeless services & supports • Foster Youth services & supports • Student Behavior and Placement support & advocacy

Mental Health Supports
Student Support Quarter 1 Report

Providing a Pandemic Safety Net

As trained experts in relationship-building and service-delivery, SSHS staff were characteristically responsive to the needs of our students and families as they shifted significantly with the COVID-19 pandemic.

This conscious acknowledgement of the rapidly changing needs of our clients allowed us to **increase the number of students served by 31%** over the same period of time last academic year, despite a decrease in ready access to families due both to distance learning and a significant decrease in referrals from site staff. By using a **proactive outreach strategy**, we **increased our pandemic-era outreach by 61%** as compared to the last quarter of last academic year, and **increased home visitation by 194%** over Q1 of last academic year.

Concurrent Learning Model

- Distance Learning will remain an option for families (group C).
- Those students who choose to return in person will be split into an A and B group.
- The A and B group attend school in person for two days a week and engage in distance learning for 3 days a week.
- Students keep their same teachers.
- Synchronous teaching of students in person and at home concurrently.
- Time in the day for targeted small group instruction.
- Technology hardware set-up is needed in each classroom.

Elementary Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
In person at school	Full DL Day	Group A	Group B	Group A	Group B
Distance learning from home	Group A Group B Group C	Group B Group C	Group A Group C	Group B Group C	Group A Group C

- Monday: Distance learning for all. Time for both whole group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
- Tues-Fri: 3 hours of live synchronous instruction in the morning, with concurrent teaching of students in person and students at home. Afternoon is for targeted small group instruction.
- Students pick up grab and go meals at lunchtime.

Learning Hubs

- Learning Hubs offer a pathway to reentry for our schools. They provide opportunities to re-engage with students, additional adult support, much needed social emotional assistance, stable Wifi and connectivity, and a safe space for students to be while families are at work
- We are excited to continue Learning Hubs at 14 sites when we shift to in-person learning
    - It will look different given students will be with their teacher during in-person time, and then return to their hub space
- Current Hub students will have priority and will attend Monday-Friday
- Learning Hub schedules will remain unchanged (i.e. 8:00 AM – 2:30 PM or 9:00 AM – 3:30 PM)
- Program schedule:

    Check in / Screening / Breakfast
    Log-in to teacher's google classrooms, or attend in-person learning
    Lunch
    Academic Support and Enrichment

Expanded Learning

- Youth Development will offer Expanded Learning programming at 43 additional sites for a maximum of 3.5 hours each day
- Expanded Learning Program will start Immediately once in-person learning concludes
- Expanded Learning includes academic supports, tutoring, snack, physical activities, and enrichment activities provided by supplemental providers
- Priority will be given to students as addressed in AB/SB 86 with a focus on students:
  - Experiencing homelessness
  - Residing in foster care
  - English Language Learners
  - Students receiving special education services; and
  - Disengaged students

Secondary Model

	Monday (periods 1-6)	**Tuesday (Periods 1,3,5)**	**Wednesday (Periods 1,3,5)**	**Thursday (Periods 2,4,6)**	**Friday (Periods 2,4,6)**
In person at school		Group A	Group B	Group A	Group B
Distance learning from home	Group A Group B Group C	Group B Group C	Group A Group C	Group B Group C	Group A Group C

- Secondary class times can stay as they are now.
- Monday: Distance learning for all. Time for both whole group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
- Tues-Fri: About 3 hours live synchronous instruction. Concurrent teaching of students in person and students at home. Time for targeted small group instruction.
- Lunch would be served at school.

Models in Our Nearby Districts

District	Schedule Model	Full DL Day/Option	Synchronous hours per Day
Sac City Unified	A/B Concurrent Model	Yes/Yes	3 hours
Natomas Unified	A/B Concurrent Model	No/Yes	3 hours
San Juan Unified	A/B Non-Concurrent Model	Yes/Yes	2.5 hours(K-8) 3 hours (9-12)
Twin Rivers Unified	A/B Non-Concurrent Model	Yes/Yes	3 hours
Elk Grove Unified	A/B Concurrent Model	Yes/Yes	2 hours (TK - 1) 3 hours (2-12)

Concurrent vs. Non-Concurrent Model

- Both are viable options

In the concurrent model:

- Students are taught as one class - each lesson only needs to be taught once to each class
- School schedules can stay as they are
- More time for small group targeted instruction
- Need for technology set up in each classroom
- Learning curve to provide effective concurrent instruction

Learning Model and Phase In

- Recommended Phased-in implementation of the In-Person Concurrent Model
  - Weeks 1-2, March 22-26; April 5-7: All staff would return in order to prepare to support students
  - Spring Break: March 29-April 2
  - Weeks 3-4, April 8th: Return of all Pre K-3 students and all K-6 Special Day Classes students
  - Week 5, April 15th: Return of all 4th-6th grade students
  - Assuming Sacramento County moves to Red Tier all 7-12th grade students return no later than May 6th

Technology

- Reopening Technology Committee site visits to learn about bringing teachers and students back to school
  - Recommended technology for classrooms
    - 2 Devices for teachers
    - Display monitor for students in class and online
    - Recording device
    - Microphone and speakers
    - Additional classroom needs for power, spare Chromebooks and chargers
  - Training for staff
  - Broadband

Nutrition Services

Meals will continue to be provided each day at no cost whether students participate in on-campus learning or distance learning.

Meal Distribution for Students Participating in Hybrid Learning

- Students engaged in on campus learning will take “grab and go” lunch and breakfast for the next day home when reporting in person each day
  - Eliminates the need for monitoring meals in the classroom
  - Quick entry and exit from campus

- 3 days of meals will be provided through curbside distribution on Mondays

Meal Distribution for 100% Distance Learning Students

- 5 days of meals will be provided through curbside distribution to students on Mondays at any of our open meal service sites

Water

Disposable drinking cups will be provided for elementary classrooms which have sinks for water. Secondary students will be encouraged to bring refillable bottled water from home. Bottled water will be made available as needed.

Site Administrator Roles for Re-Opening

- Site Best Practices for Thermal Temperature Screening
  - Guidelines to assist with temperature screening for every student entering onto campus
- COVID-19 School Guidance Checklist
  - Required by California Department of Public Health (CDPH)
  - Each site is required to have a COVID Prevention Program posted on every school site's home webpage and displayed in the front office.
- Daily Inspection Form
  - Provide a process for hazard identification and to ensure mitigation guidelines are enforced
- Training for Staff, Students, Families
  - Administrators will provide communication on site specific procedures for staff and how families will be educated on the application and enforcement of the plan.

learn.scusd.edu

Learning
at SCUSD

Learning Options | Digital School Binder | Technical Support | Tutorials | Parent Toolkit

Learn about the two learning models to choose from for the remainder of the school year

Distance Learning Model

In-person/Concurrent Learning Model

Other Considerations/Next Steps

- Provide an opportunity for full staff access to vaccination
- Build out full testing capacity
- **Learning Options form and site-level outreach**
- Ensure transition time for staff

  Adjusting to health and safety protocols

    Classroom configurations

- Outline of the transition time - teaching concurrently with students in classroom and at home

Questions

Staff Recommendation

Our schools will begin to reopen to in-person instruction by April 8, 2021 (or date determined by the Board) if all of the following conditions exist:

1. State and local guidelines allow for reopening.
2. The conditions of readiness for reopening adopted in November 2021 are on track for being met at our school sites by our targeted date.

The Superintendent will continue to update the Board on changes to state and local guidelines, as well as negotiations with labor partners, and any impact on the reopening of our schools.