

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
*“Building a Bright Future for All Learners”*

Special Board Study Session

ZOOM Teleconference

Wednesday, May 20, 2020  
6:00 p.m. Study Session

Link: <https://zoom.us/j/99800790262>  
Meeting ID: 998 0079 0262  
Phone Participation: 408-638-0968

# AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. The open session is being held by phone or video conference.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

After the Study Session, Public Comment will be accepted by teleconference or phone following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by 12:00 p.m. on Tuesday, May 19, 2020 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by Monday, May 18, 2020.

**A. 6:00 p.m. - Study Session**

[A Study Session is a more informal meeting most often used as an opportunity for the board to receive in-depth information from staff about a particular issue. There are no action items.]

**B. Call Meeting to Order, Flag Salute, Public Comment Protocol Overview**

**C. Review Study Session Goals**

1. Revisit 2019-20 strategic planning efforts
2. Report and discuss distance learning and support services efforts
3. Clarify emerging state budget information
4. Receive board feedback and direction for strategic planning and budget

**D. Mindset and Strategic Planning**

1. Pre-pandemic Whole Learner Recap: CalSCHLS Survey to Social Emotional Learning Principles
2. Equity = Inclusion + Access
3. COVID-19 Operations Report and LCAP
  - a. Distance Learning and Technology
  - b. Serving High Needs Learners
  - c. Meals

4. OPPORTUNITIESARENOWHERE: What are we learning?
- E. Budget Challenges & Considerations
- F. Next Steps Discussion
- G. Public Comment
  - The GJUESD Teleconference Board Meeting Protocol will be used for computer device, phone or emails
- H. Attachments
  1. February Study Session Elements
    - a. GJUESD Logic Model
    - b. MTSS Model
    - c. Dashboard
    - d. Cal SCHLS District Summary
    - e. SEL Guiding Principles
    - f. Stakeholder View on Whole Learner/PERSONalization
    - g. Demographics Snapshot
    - h. Reserve Levels Matrix
  2. GJUESD Distance Learning Tutorial Guidance
  3. Cuts or Reductions Over Three Years
  4. School Services May Budget Revision
  5. New LCAP Report Items and Timeline
  6. Distance Learning Analysis Sampling
  7. Distance Learning Services: Technology, Meals, Learning Packets
  8. A Blueprint for Back to School
- I. Pending Agenda Items
  1. School District Properties
  2. Low Performing Block Grant: Mathematics
  3. CSBA Social Media & Training for School Boards
- J. Adjournment

*The next regular meeting of the GJUESD Board of Education: May 27, 2020*



# Galt Joint Union Elementary School District

## TELECONFERENCE BOARD MEETING PROTOCOL: STUDY SESSION

### I. SESSION INTRODUCTION

1. **Everyone, please Mute Device:** Phone or Computer Device
2. **Session is being recorded**
3. **Chat box is for public comment only when prompt is given, following the Study Session.**

### II. MAKING PUBLIC COMMENT Following the Study Session

#### OVERVIEW OF INDICATING PUBLIC COMMENT PER DEVICE OR METHOD

#### **A. COMPUTER DEVICE**

1. Please type into chat box following the study session
2. Type **name** and **agenda item** topic
3. You will be called to comment
4. Public comment is three minutes.

#### **B. PHONE**

1. Share **name** and **topic** when asked by the meeting facilitator
2. Mute phone
3. You will be called to comment
4. Public comment is three minutes.

#### **C. EMAIL**

1. E-mail public comments sent to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by **12:00 p.m. on the Tuesday prior to the Board meeting** will be read aloud when asked by the meeting facilitator. Email public comment is limited to 450 words and shall indicate the agenda item topic.

### III. CONNECTIVITY INTERRUPTION

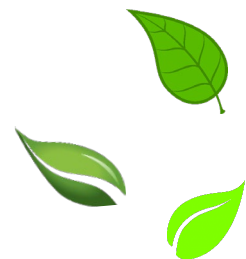
1. **CONNECTIVITY INTERRUPTION**
  - a) Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.





## **February Study Session Elements**

- a. GJUESD Logic Model
- b. MTSS Model
- c. Dashboard
- d. Cal SCHLS District Summary
- e. SEL Guiding Principles
- f. Stakeholder View on Whole Learner/PERSONalization
- g. Demographics Snapshot
- h. Reserve Levels Matrix





Galt Joint Union Elementary School District

# GROWING AND LEARNING TOGETHER

2019-2020

## GALT BRIGHT FUTURES

### GOAL 1

*Implement a personalized learning and strength-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

### GOAL 2

*Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.*

*Inspire learners-  
one plan at a time!*

### GOAL 3

*Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.*

*GOAL 4  
School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*



With a sustained vision of Growing And Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement with additional attention to curriculum coherence and the power of language.



### California School Dashboard

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
<b>All Students</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	orange	yellow	green	green	yellow	yellow	orange	orange	orange	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	green	blue	yellow	orange	green	orange	orange
ELA	yellow	yellow	green	yellow	green	yellow	green	yellow	green	green	yellow	yellow	orange	orange
Math	yellow	yellow	green	yellow	green	green	green	yellow	green	green	orange	yellow	orange	yellow
ELPI		48.1%M		49.4%M		46.1%M		38.1%L		53.1%M		43.5%L		62.6%H
<b>English Learners</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	orange	yellow	green	green	yellow	green	yellow	orange	green	orange	yellow	orange
Suspension	orange	green	orange	orange	blue	blue	blue	blue	blue	blue	yellow	green	red	green
ELA	yellow	yellow	yellow	yellow	yellow	orange	yellow	orange	yellow	orange	yellow	yellow	red	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	orange	yellow	yellow	orange	yellow	red	orange
<b>SED</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	red	orange	yellow	green	orange	green	orange	orange	red	orange	yellow
Suspension	yellow	orange	yellow	red	blue	blue	blue	orange	green	orange	orange	green	orange	orange
ELA	yellow	orange	yellow	orange	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	yellow	green	yellow	orange	yellow	orange	yellow
<b>SWD</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	red	orange	yellow	yellow	green	orange	red	orange	orange	yellow	orange
Suspension	orange	orange	orange	yellow	yellow	blue	blue	yellow	yellow	orange	red	green	orange	red
ELA	orange	orange		orange	yellow	yellow	orange	yellow	yellow	orange	red	orange	red	red
Math	red	orange		yellow	yellow	yellow	red	yellow	orange	orange	red	orange	red	orange
<b>White</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	green	orange	red	orange	green	blue	green	green	orange	orange	orange	yellow	yellow	red
Suspension	orange	yellow	orange	orange	blue	blue	blue	blue	yellow	green	red	yellow	orange	orange
ELA	green	green	green	orange	blue	green	blue	green	green	green			yellow	green
Math	green	green	green	yellow	green	blue	green	green	blue	green			yellow	blue
<b>Hispanic</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	orange	yellow	orange	green	orange	orange	orange	orange	red	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	orange	blue	yellow	orange	green	orange	orange
ELA	yellow	orange	green	yellow	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	orange
Math	orange	yellow	green	yellow	yellow	green	yellow	orange	green	yellow	orange	yellow	orange	yellow

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.  
 ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)

**California School Dashboard**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
<b>African American</b>														
Chronic Absent	red	yellow												
Suspension	blue	blue												
ELA														
Math														
<b>Asian</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	yellow												
Suspension	orange	orange												
ELA	blue	green												
Math	green	yellow												
<b>2 or More Races</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	yellow	green												
Suspension	green	orange												
ELA	green	green												
Math	green	green												
<b>Foster</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent														
Suspension														
ELA														
Math														
<b>Homeless</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	yellow	red									orange	orange		
Suspension	green	orange									green	red		
ELA	orange	yellow												
Math	orange	yellow												
<b>Filipino</b>	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	green	green												
Suspension	blue	blue												
ELA														
Math														

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.  
 ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)



Galt Joint Union Elementary School District  
**CalSCHLS STAFF SURVEY RESULTS**  
 Summary of Key Indicators

<b>Key Indicators</b>			
	<b>All Staff</b>	<b>Elementary</b>	<b>Middle</b>
	<b>% Agree/Strongly Agree</b>	<b>% Agree/Strongly Agree</b>	<b>% Agree/Strongly Agree</b>
<b>School Supports for Students</b>			
Caring Adult Relationships	95	96	91
High Expectations by Adults in School	95	96	91
Opportunities for Student Participation	86	92	79
Promotion of Parent Involvement	93	97	84
Student Learning Environment	93	95	84
Facilities upkeep	83	83	82
Social Emotional Supports at School	87	89	73
Adequate Counseling/Support Services	84	86	75
Anti-bullying climate	89	91	76
<b>School Supports for Staff</b>			
Staff Working Environment	84	86	73
Staff Collegiality	87	89	74
<b>School Safety</b>			
Safe for Staff	92	93	86
Safe for Students	94	95	83
Sufficient Resources for a Safe Campus	86	88	67
<b>Fairness, Rule Clarity and Respect for Diversity</b>			
Fairness and Rule Clarity	90	93	79
Respect for Diversity	93	95	85
<b>Student Behavior</b>			
Student readiness to learn	78	84	48
Cutting classes/truancy NOT a problem	92	93	83
Harrasment/bullying NOT a problem	82	86	59
<b>Substance Abuse and Mental Health</b>			
Alcohol and drug use a problem	13	2	71
Tobacco use a problem	11	1	61
Vaping/e-cigarette use a problem	16	2	80
Student depression a problem	22	17	49

Galt Joint Union Elementary School District  
**CalSCHLS STAFF SURVEY RESULTS**  
 Summary of Key Indicators

<b>Special Education Module</b>			
	<b>All Staff</b> % Agree/Strongly Agree	<b>Elementary</b> % Agree/Strongly Agree	<b>Middle</b> % Agree/Strongly Agree
<b>Barriers to Effective Service Delivery</b>			
Works to reduce instructional interruptions	80	79	80
Effectively schedules mandated activities	88	88	88
<b>Integration and Collaboration</b>			
Integrates SPED into daily operations	90	87	97
Encourages general and special education teaming	83	83	84
Provides sufficient time to collaborate on service delivery	57	57	54
Views service to students with IEPS as shared responsibility	77	77	73
<b>Student Expectations and Supports</b>			
Supports alternative modes of communication	83	84	80
Provides sufficient resources for SPED programs	65	68	54
<b>Personnel Supports</b>			
Has positive environment for staff serving students with IEPS	84	87	73
Climate encourages continued service to students with IEPs	86	86	84
Provides adequate access to technology	82	82	80
Has good communication with district personnel	76	79	62

Galt Joint Union Elementary School District  
**CalSCHLS STAFF SURVEY RESULTS**  
 Summary of Key Indicators

<b>Custom Questions</b>			
	<b>All Staff</b>	<b>Elementary</b>	<b>Middle</b>
	<b>% Agree/Strongly Agree</b>	<b>% Agree/Strongly Agree</b>	<b>% Agree/Strongly Agree</b>
This school personalizes or tailors learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement	<b>76</b>	<b>81</b>	<b>52</b>
This school personalizes or tailors learning experiences to engage learners by using that learner's talents, interests and aspirations to inspire individual goal accomplishment	<b>73</b>	<b>78</b>	<b>49</b>
This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, when and where they learn	<b>68</b>	<b>72</b>	<b>46</b>
The Fairsite School Pre-Kindergarten Center supports children to become ready for school and explore future dreams.	<b>55</b>	<b>60</b>	<b>36</b>
The Fairsite School Pre-Kindergarten Center continues to improve outreach and support for all families to help their children be successful in school	<b>56</b>	<b>60</b>	<b>40</b>
provides a variety of culturally diverse learning opportunities to children and families.	<b>47</b>	<b>51</b>	<b>24</b>
District leadership recognizes the academic and emotional needs of students across the district	<b>65</b>	<b>70</b>	<b>43</b>
District leadership supports teachers and staff to maximize learning, supports and opportunities	<b>59</b>	<b>62</b>	<b>46</b>
District leadership communicates and implements core programs clearly and consistently with fidelity	<b>54</b>	<b>57</b>	<b>41</b>
District leadership recognizes barriers to learning and aligns or acquires resources	<b>53</b>	<b>55</b>	<b>45</b>



# California's Social and Emotional Learning Guiding Principles



## 1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.



## 2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



## 3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



## 4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



## 5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

# California's Social and Emotional Learning Guiding Principles



**1** Adopt Whole Child Development as the Goal of Education

**2** Commit to Equity

**3** Build Capacity

**4** Partner with Families and Communities

**5** Learn and Improve

## FOREWORD

Representatives from more than 20 California education organizations and systems, in partnership with the

California Department of Education, have come together to affirm social and emotional learning as an essential part of a well-rounded, quality education in all youth-serving settings.

The following Social and Emotional (SEL) Guiding Principles (Principles) are intended to inform and support strong SEL practice across the state based on the collective experience of the contributors. A robust body of research tells us that when evidence-based SEL programming is implemented well, academic achievement increases as does student well-being. <sup>1</sup> Those results not only persist over time and lead to better relationships and life outcomes for students across all socioeconomic and racial groups, but can also save our schools and society as much as \$11 for every \$1 invested. <sup>2, 3</sup>

A recent consensus statement by The Aspen Institute's National Commission on Social, Emotional, and Academic Development's Council of Distinguished Scientists asserted that "[i]ntegrating social and emotional development with academic instruction is foundational to the success of our young people, and therefore to the success of our education system and society at large." <sup>4</sup>

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding and decision-making mechanisms, including Local Control and Accountability Plans (LCAP).

As education leaders and their stakeholders are beginning or continuing integration of SEL in schools, districts, and youth-serving organizations, the Principles can be a resource in a variety of ways: in the development of LCAP goals; for roll out of the Multi-Tiered System of Support (MTSS); to set school or district leadership team priorities; to inform the design of professional learning, instructional approaches, and curricula adoption; in determining assessment methodologies and tools; and, in the building of coalitions of families and community stakeholders.

The Principles should be refined to meet the unique needs of each community and can be used to measure progress toward shared social and emotional learning goals. To model a learn and improve approach, CDE and partners plan to update the Principles as they are put to the test in the field and input is received from learning communities across the state.

## INTRODUCTION

To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:

- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Importantly, all learning is contextual and relationship-driven and SEL can serve as a lever to enhance equity, build positive climate and culture, and foster a sense of belonging among all community members.

The following Guiding Principles are designed to build on the implicit and explicit SEL practices already happening in many schools and to promote the intentional use of evidence and research-based practices to guide decision-making.

These Guiding Principles seek to empower local stakeholders to continue to advance SEL in ways that meet the needs of their specific contexts and populations.



### **1 Adopt Whole Child Development as the Goal of Education**

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness.<sup>5</sup> Name SEL as not a "nice to have," but a "must have" to ensure student success in school, work, and community.

#### **A. Systems change:**

- Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.<sup>6</sup>

#### **B. Diverse and inclusive leadership teams:**

- Systems change is most effectively driven by bringing together educator, student, family and community member representatives of varied gender, racial, ethnic and socioeconomic backgrounds.<sup>7</sup>

#### **C. Social and emotional skills development:**

- Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships.<sup>8</sup> Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.<sup>9</sup>

#### **D. Student-centered discipline policies and practices:**

- Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes, while offering the opportunity to repair harm and build community.<sup>10, 11, 12</sup>

#### **E. Climate and culture:**

- SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.<sup>13, 14</sup>



## 2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

### A. Address the opportunity gap:

- Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, and/or ZIP code.

### B. Ensure representation:

- When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students. <sup>15, 16, 17</sup>

### C. Student and adult-led:

- SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts. <sup>18, 19</sup>

### D. Healing-informed:

- Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students. <sup>20</sup>



## 3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies. <sup>21, 22</sup>

### A. Positive relationships and belonging:

- To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers to rely on. <sup>23, 24, 25, 26</sup>

### B. Student and adult competencies

- Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used. <sup>27</sup>

### C. Developmental standards:

- To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs. <sup>28</sup>

### D. Pre-service training and ongoing professional learning:

- Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff. <sup>29, 30</sup>



## 4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being. <sup>31</sup>

### A. Family engagement:

- Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships. <sup>32, 33</sup>

### B. Expanded learning:

- Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes. <sup>34</sup>

### C. Early learning:

- Consider the inclusion of early learning and care programs as SEL systems are developed. <sup>35, 36</sup>

### D. Community partnerships:

- Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders. <sup>37, 38</sup>



## 5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes. <sup>39, 40</sup>

### A. Implementation plans and progress monitoring:

- To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary. <sup>41</sup>

### B. Measurement:

- Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools. <sup>42</sup>



## ENDNOTES

1 Durlak, J. A., R. P. Weissberg, A.B. Dymnicki, R.D. Taylor, and K.B. Schellinger, "The impact of enhancing students' social and emotional learning: A meta- analysis of school-based universal interventions," *Child Development*, 82 no. 1 (2011): 405-432.

2 Greenberg, M.T., D.A. Katz, and L.C. Klein, "The potential effects of SEL on biomarkers and health outcomes: A promissory note." In *Handbook of Social and Emotional Learning: Research and Practice*, edited by Durlak, J.A., C.E., Domitrovich, R.P. Weissberg, T.P. Gullotta, and J. Comer, 81-96. New York, NY: Guilford Press, 2015.

3 Belfield, C., A.B. Bowden, A. Klapp, H. Levin, R. Shand, and S. Zander, "The economic value of social and emotional learning," *Journal of Benefit-Cost Analysis*, 6 no. 3 (2015): 508-544.

4 Jones, Stephanie M. and Jennifer Kahn, "The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development," The Aspen Institute, [https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12\\_updated-web.pdf](https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf).

5 Kendziora, Kimberly, and Nick Yoder, "When Districts Support and Integrate Social and Emotional Learning," American Institutes for Research, <http://www.air.org/sites/default/files/downloads/report/When-Districts-Support-and-Integrate-SEL-October-2016.pdf>.

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# California's Social and Emotional Learning Guiding Principles



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## Stakeholder Team Views on Whole Learner Education: PERSONalization

*Do we fundamentally believe that learning is social, emotional and academic and that Social Emotional Learning (PERSONalization) is not a “nice to have” but a “must have” to ensure student success in school, work and community?*

Group	Yes or No	Why
#1	Yes	<ul style="list-style-type: none"> <li>- Need social and people skills</li> <li>- Need to feel connected to teacher and school in order to learn</li> <li>- Seeing more students with trauma that need support before they can learn</li> <li>- Connecting with teachers is key for learning</li> <li>- Parents are more engaged when they have a connection with the teacher</li> </ul>
#2	Yes	<ul style="list-style-type: none"> <li>- Social Emotional skills must be developed to be academically successful</li> <li>- First generation to actively de-construct the tribe</li> <li>- Social Emotional crucial for academic success</li> <li>- Academic value is easier to measure - more difficult to recognize value of SEL</li> <li>- Pillars of education</li> <li>- Lack of “soft skills (executive functioning) barrier to learning beginning in early years</li> <li>- We teach them the academics when they arrive, but we expect learners to come with the social emotional learning</li> <li>- “Educating the whole child”</li> <li>- More immediate gratification than ever before</li> <li>- Society has changed; academics more heavily weighted</li> </ul>
#3	Yes	<ul style="list-style-type: none"> <li>- If students are not able to have their social &amp; emotional needs met, they can’t learn</li> <li>- What does this look like at the various grade levels? <ul style="list-style-type: none"> <li>▪ Primary – second step lessons</li> <li>▪ Challenging when the class sizes increase in 4<sup>th</sup> grade</li> </ul> </li> <li>- How do kids communicate their needs? Social? Emotional? Academic?</li> <li>- How do we support children who have families that struggle?</li> <li>- Relationships with adults is critical</li> </ul>
#4	Yes	<ul style="list-style-type: none"> <li>- Know each student</li> <li>- Traumas identified by student. How to support each child with strategies and resources</li> <li>- Learning Supports: Social, Emotional, Academic – What are needs of each</li> <li>- Relationships: Peer to Peer, Adult to Adult and Peer to Adult</li> <li>- Supporting adults with skills</li> <li>- De-escalating skills</li> <li>- Social worker resource at all sites</li> <li>- Freeze Fight Flight: What are these behaviors</li> </ul>
#5	Yes	<ul style="list-style-type: none"> <li>- Everything goes together to help child grow</li> <li>- It’s for a child’s future to help them be able to be out in the real world</li> <li>- Children might feel alone because sometimes parents have to work a lot. They provide everything financially but not nurture and care</li> <li>- Which is more important? All 3</li> <li>- What can we do to help our children? If you see a child feel down try to offer help</li> <li>- Are teachers well trained/equipped? Yes, I feel like with their education they were taught what to observe.</li> <li>- Family went to Mexico for 2 months. Son is having a really hard time reintegrating into class setting. What can we do to make sure other parents know that it’s really important to come to school?</li> </ul>

## Stakeholder Team Views on Whole Learner Education: PERSONalization

**WHOLE CHILD DEVELOPMENT AS GOAL OF EDUCATION:** *Taking a systems approach to learning that is social, emotional and academic so learners thrive toward college, career and life success.*

*Current or new approaches, strategies or resources that should be prioritized:*

Group	Response
#1	<ul style="list-style-type: none"> <li>- Character building, SEL lessons, training for teachers</li> <li>- Counselor and social worker</li> <li>- Building on strengths</li> <li>- More trauma informed practices</li> <li>- Recognize all jobs/careers – not all kids will go to college and that is ok – celebrate skills/strengths</li> </ul>
#2	<ul style="list-style-type: none"> <li>- Awareness/identification of where it is already happening</li> <li>- What are those 21<sup>st</sup> century skills needed to be college career ready “workforce ready”?</li> <li>- Maintain emphasis on SEL 2<sup>nd</sup> step district-wide</li> <li>- Art is a fundamental piece of whole child development</li> </ul>
#3	<ul style="list-style-type: none"> <li>- Maintain social workers at school sites</li> <li>- Utilize current resources – Second Step curriculum</li> <li>- Ongoing trauma informed practices – training</li> <li>- Specialized training on autism, ADHD, &amp; unique student needs</li> </ul>
#4	<ul style="list-style-type: none"> <li>- Digital citizenship</li> <li>- MTSS learning supports</li> <li>- Social media</li> <li>- Second Step lessons</li> <li>- Social Workers</li> <li>- Prioritize lessons</li> <li>- Fred Jones Positive Discipline</li> <li>- YDI Building Block</li> </ul>
#5	<ul style="list-style-type: none"> <li>- Make it a requirement to have parent attend parent support group (its hard to get parents to show up)</li> </ul>

**COMMIT TO EQUITY:** *Foundation for all students to build SEL skills that are personalized, culturally relevant and uses strengths of students, educators, families and community.*

*Current or new approaches, strategies or resources that should be prioritized:*

Group	Response
#1	<ul style="list-style-type: none"> <li>- More ways to increase parent engagement at school – how to get parent “really” engage</li> <li>- What is culturally relevant teaching? Connecting with students culturally can increase SEL</li> <li>- Connecting with students culturally will also increase parent engagement</li> </ul>
#2	<ul style="list-style-type: none"> <li>- Music as an avenue for culturally relevant learning</li> <li>- Art-Based language development (motivating, creative)</li> <li>- EL student (integrated ELD)</li> <li>- Need cultural diversity/relevant skills (Professional Learning for educators)</li> <li>- Valuing language and culture that children bring to school</li> </ul>
#3	<ul style="list-style-type: none"> <li>- Need better understanding of what it means to be culturally relevant and how to be proactive with what we need to do to address SEL skills for all students</li> </ul>
#4	<ul style="list-style-type: none"> <li>- Classroom circles to build relationships</li> </ul>
#5	<ul style="list-style-type: none"> <li>- Maybe have a separate catch up class for children who return from a longer vacation (not sufficient funds)</li> <li>- Record mom/student who has had difficulty with student telling their story</li> </ul>

## Stakeholder Team Views on Whole Learner Education: PERSONalization

**BUILD CAPACITY: RELATIONSHIP – CENTERED LEARNING ENVIRONMENTS:** Build capacity of students and adults through intentional focus on cultivating core social and emotional competencies.

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> <li>- Service learning</li> <li>- Volunteer in the community</li> <li>- Foster relationships between peers</li> <li>- Inform parents about relationships, building at school transfer to home</li> </ul>
#2	<ul style="list-style-type: none"> <li>- Social worker at middle school</li> <li>- Changing role of MMS counselor</li> <li>- Implement wellness center at MMS</li> <li>- Youth development opportunities</li> </ul>
#3	n/a
#4	<ul style="list-style-type: none"> <li>- Family resources</li> <li>- Community supports</li> <li>- Attendance supports</li> <li>- Project Alert: grades 6-8 (is there a program for 6-8 substance abuse</li> </ul>
#5	<ul style="list-style-type: none"> <li>- If student doesn't feel comfortable with teacher they won't want to learn</li> <li>- Maybe weekly ice-breaker</li> </ul>

**PARTNER WITH FAMILIES AND COMMUNITY:** Advancing Partnerships for SEL and Student Well-being

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> <li>- Invite community/business to share with students</li> <li>- Career days/nights</li> </ul>
#2	<ul style="list-style-type: none"> <li>- Family Wellness Center (expansion of SR Center) at Fairsite?</li> <li>- On-site family and individual counselling SVCS</li> <li>- More "Family Nights" to build positive relationships</li> </ul>
#3	n/a
#4	n/a
#5	<ul style="list-style-type: none"> <li>- Word of mouth and incentives for parents to attend meeting/school functions</li> </ul>

**LEARN AND IMPROVE:** Continuous Improvement Practices: Using evidence to guide decision making and enhancing whole learning efforts. Data informs improvement not for judgmental accountability.

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> <li>- What is the best data to use to determine if you are making growth in SEL</li> <li>- What do we measure</li> <li>- How do you interpret multiple data sets</li> </ul>
#2	<ul style="list-style-type: none"> <li>- Inclusion opportunities</li> <li>- Add resources</li> </ul>
#3	n/a
#4	n/a
#5	Parents need to continue education at home. We are a team with the teachers

**Stakeholder Team Views on Whole Learner Education: PERSONalization**

**ADDITIONAL IDEAS OR CONSIDERATIONS:**

Group	Response
#1	- Making great strides - Continue to improve
#2	n/a
#3	n/a
#4	n/a
#5	- Brainstorm on how to make it more appealing for parents to come to meetings



# Galt Joint Union Elementary School District Snapshot: 2019-2020



	PLP: GROWTH % Met Growth Goal 2 <sup>nd</sup> – 8 <sup>th</sup>		SBAC: ACHIEVEMENT % Met/Exceed Standards 3 <sup>rd</sup> – 8 <sup>th</sup>		Enrollment 10/2/19	English Learners	Migrant	Foster	Homeless	Free/Reduced/CEP Meal Program	* Socio- Economically Disadvantaged	** Special Education	Ethnicity/Race						% of Actual Attendance 2018/19 P-2 Date?
	READING	MATH	ELA	MATH									Hispanic	White	Asian	Black	Native Hawaiian/ Multiple Races		
<b>Marengo Ranch TK-6</b>	197/357 55%	193/356 54%	162/295 55%	115/269 39%	<b>551</b>	<b>48</b> 9%	<b>12</b> 2%	<b>1</b> >1%	<b>5</b> 1%	<b>248</b> 45%	<b>251</b> 46%	<b>85</b> 15%	<b>260</b> 47%	<b>240</b> 44%	<b>21</b> 4%	<b>5</b> 1%	<b>2</b> >1%	<b>20</b> 4%	<b>95.6%</b>
<i>SPED: SCOE, SDC/SLD, SDC/ED ~ Two full-day kinder classes</i>																			
<b>River Oaks TK-6</b>	202/364 55%	206/364 57%	176/308 57%	167/309 54%	<b>573</b>	<b>110</b> 19%	<b>21</b> 4%	<b>1</b> >1%	<b>13</b> >2%	<b>330</b> 58%	<b>335</b> 58%	<b>93</b> 16%	<b>293</b> 51%	<b>223</b> 39%	<b>37</b> 6%	<b>5</b> 1%	<b>4</b> >1%	<b>5</b> 1%	<b>95.8%</b>
<i>SPED: RSP, SDC/SLD, SDC/SH (autistic)</i>																			
<b>Lake Canyon TK-6</b>	192/356 54%	201/357 56%	175/313 56%	151/315 48%	<b>539</b>	<b>103</b> 19%	<b>43</b> 8%	<b>1</b> 0%	<b>13</b> 2%	<b>270</b> 50%	<b>272</b> 50%	<b>77</b> 14%	<b>288</b> 53%	<b>198</b> 37%	<b>19</b> 4%	<b>12</b> 2%	<b>5</b> 1%	<b>15</b> 3%	<del>95.3</del> <b>95.3</b> %
<i>SPED: RSP, SDC/SLD</i>																			
<b>Greer TK-6</b>	159/280 57%	159/280 57%	127/260 49%	114/259 44%	<b>494</b>	<b>117</b> 24%	<b>23</b> 5%	<b>2</b> >1%	<b>5</b> 1%	<b>322</b> 65%	<b>329</b> 67%	<b>68</b> 14%	<b>274</b> 55%	<b>177</b> 36%	<b>20</b> 4%	<b>5</b> 1%	<b>1</b> 1%	<b>16</b> 3%	<b>95%</b>
<i>SPED: RSP, SDC/SH, SDC/SH (autistic)</i>																			
<b>Valley Oaks K-6</b>	187/353 53%	200/373 54%	123/333 37%	103/336 31%	<b>562</b>	<b>287</b> 51%	<b>73</b> 13%	<b>2</b> >1%	<b>43</b> 8%	<b>472</b> 84%	<b>486</b> 86%	<b>76</b> 14%	<b>466</b> 83%	<b>76</b> 14%	<b>5</b> 1%	<b>9</b> 2%	<b>3</b> >1%	<b>1</b> >1%	<b>95.6%</b>
<i>SPED: RSP, SDC/SLD ~ Three full-day kinder classes ~ One Bilingual Waiver TK/K class</i>																			
<b>McCaffrey 7-8</b>	368/752 49%	378/757 50%	411/838 49%	316/848 37%	<b>820</b>	<b>116</b> 14%	<b>39</b> 5%	<b>1</b> >1%	<b>5</b> >1%	<b>503</b> 61%	<b>516</b> 63%	<b>107</b> 13%	<b>515</b> 63%	<b>242</b> 30%	<b>31</b> 4%	<b>13</b> 2%	<b>6</b> >1%	<b>22</b> 3%	<b>95.5%</b>
<i>SPED: RSP, SDC/SLD, ED, ILS, SCOE SH (autistic)</i>																			
<b>Home/Hosp</b>					<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>NPS</b>					<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>District K-8</b>	1305/2462 53%	1337/2487 54%	1177/2349 50%	968/2364 41%	<b>3546</b>	<b>782</b> 22%	<b>208</b> 6%	<b>8</b> >1%	<b>80</b> 2%	<b>2127</b> 60%	<b>2174</b> 61%	<b>504</b> 14%	<b>2098</b> 59%	<b>1158</b> 33%	<b>134</b> 4%	<b>49</b> 1%	<b>21</b> >1%	<b>79</b> 2%	
<b>Preschool</b>			Not Reported		<b>256</b>	<b>79</b>	<b>36</b>	<b>0</b>	<b>3</b>	<b>224</b>	<b>208</b>	<b>53</b>	<b>134</b>	<b>104</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>6</b>	

\* Socio-Economically Disadvantaged: economically disadvantaged students or whose parent/guardian is not a high school graduate  
 Economically Disadvantaged (students eligible for or participating in any of the following): F/R Meal Program, Homeless, Foster, Migrant Education, Direct Certification Status/Extension  
 \*\*Special Education: Students in a special education class and students in regular education class receiving speech services. Does not include students receiving only speech services.

# Galt Joint Union Elementary School District Snapshot: 2019-2020

## **Certificated Staff**

- 1 Superintendent
- 2 District Administrators
- 14 School Site Administrators
- 203 Certificated Staff Members
- 7 MTSS Support Staff: 4 Psychologists, 2 Counselors, 1 Program Specialist for Special Education
- 1 Nurse

## **Classified Staff**

- 1 District Administrator
- 4 Supervisors
  - Extended Learning
  - Fiscal Services
  - Food Services
  - Maintenance, Operations, Transportation
- 1 Technology Coordinator
- 3 After School Education and Safety (ASES)
- 315 Classified Staff Members
- 7 Non-Union Staff Members
  - 5 Social Workers
  - 1 Behavior Analyst
  - 1 Behavior Consultant
- 5 Confidential Staff members

## **Budget**

- \$42 million

Galt Joint Union Elementary School District  
**PROJECTED RESERVE LEVELS**

	2018-19	2019-20	2020-21	2021-22
<b>18-19 Year End</b>	5.53%	5.13%	4.43%	
<b>19-20 First Interim \$200,000 Reductions</b>		4.94%	3.81%	3.03%
<b>Governor's Proposal \$200,000 Reductions</b>		4.94%	3.78%	2.47%
<b>Governor's Proposal \$300,000 Reductions</b>		4.94%	4.02%	2.69%
<b>Governor's Proposal \$400,000 Reductions</b>		4.94%	4.26%	2.92%
<b>Governor's Proposal \$500,000 Reductions</b>		4.94%	4.51%	3.15%
<b>Governor's Proposal \$600,000 Reductions</b>		4.94%	4.75%	3.38%

**Budget Reserve Matrix Background**

- A. 1% Reserve = \$445,000
- B. According to Board Policy, GJUESD should end 19-20 with 6.5% in reserve
  - Minimum 3% reserve requirement each year
- C. Projecting 1% carryover that can be put to the reserve at the end of 19-20
- D. February Second Interim Budget will provide more information about the reserve and projected carry over

**Cost Pressures**

- A. Declining Enrollment
- B. PERS/STRS
- C. Special Education Expenses
- D. Fluctuating COLA



# Distance Learning Tutorials

Week of April 14th - 17th  
Phase II  
Galt Joint Union Elementary School District

**Phase II** of GJUESD Distance Learning will provide us with the exciting opportunity to be more creative, to step out of our comfort zones, to feel more comfortable in front of cameras, and to be more selective with what curriculum standards we identify as a focus. Phase II of DL will take us from April 14th to June 4th. The last week of school, 6/1 - 6/4, will be set aside for bringing the school year to a close.

Starting with April 20th, we will only have six weeks of instruction. This only gives us **29 instructional** days. "Start With The End in Mind"- **1)** identify what standards/skills critical to address **2)** identify the curricular resources you will use **3)** identify the curricular platform(s) that will give you the greatest success and **4)** backwards map from the standards/skill you have identified to be essential.

We are at our best as a school system, when we collaborate, share, improve and innovate to **Grow And Learn Together!** Let's approach next week's distance learning tutorial with an open mind, supportive heart, and highly capable hands- we can do it!! Can we work together in new ways to discover ways to strengthen equity, inclusion, and access for each and every learner? Just imagine...trying or creating methods that prove so powerful, we want to continue, adapt or blend practices when our schools reopen! Use this time to re-imagine what instruction and learning can look like.

The following resources were gathered to help us generate more ideas on how we can design a stronger distance learning program. The videos found in this document are a combination of what our own Galt staff is doing, as well as additional resources you may find useful. The assortment of staff resources are available for your review any time- throughout the tutorial/planning week. The document will be available for future reference.

**Our Galt tutorial staff will hold a 30 minute-open Zoom meeting on Wednesday, April 15,** for any of us who wish to ask specific questions or those of us in need of a little extra support that is more personal. Know that our Galt staff do not claim to be experts in the content included in this document; they are, however, willing to answer questions that may come up or assist where possible. The hope is that by providing an open meeting on Wednesday, emails to these staff members will be minimized. Once again, no one is claiming to have DL figured out, but it is our intent to share what we have with you. Encouragement and kind words are welcomed because all of us are a little nervous about the open Zoom meetings this coming Wednesday.

The following link is a helpful resource to guide our DL work. It is worth taking the time to review. The podcast was adapted by Cult of Pedagogy: [Nuts and Bolts of Distance Learning](#)

#### Components of Distance Learning

- Connect and Communicate with Students and Parents
- Lesson Design and Delivering Content ([Designing an Online Lesson Using the 5Es](#))
  - Delivery of Content (Zoom, Google Meet, etc.)
  - Current Curriculum
  - Apps and Supplemental Resources
- Evidence of Learning

**We hope that you take the time to join us during the Wednesday Zoom meetings-**

***“only through sharing, will we become a stronger system...”***

The chart below has various topics with descriptions and links. You will also find which staff member is sharing the resource and time for the Wednesday Zoom meeting. The link for the Zoom meeting along with the password is also listed.

Topic	Description	Link to Video(s) or Resources	Staff Member	Wednesday Zoom Time & Link
<b>DL Ideas for TK/K</b>	Linda will share her PLC's distance learning ideas, resources, and schedules for TK and K.	<b>Live Zoom sharing</b> on Wednesday <a href="#">Beginning Sounds Alphabet</a> <a href="#">Copy and Trace Numbers -A</a> <a href="#">Trace and Write Numbers -B</a> <a href="#">Digraph &amp; Blends Sorts</a> <a href="#">ABC Handwriting Pages for TK-K</a> <a href="#">Draw &amp; Write Vol 1 for TK-K</a> <a href="#">Beginning Sounds Sort-Yes or No for TK-K</a>	Linda Ekstrom <a href="mailto:lekstrom@galt.k12.ca.us">lekstrom@galt.k12.ca.us</a>	<b>8:30 - 9:00 am</b> <a href="#">Join the Meeting</a>  Password:340878  Meeting ID: 512 760 0769
<b>Inviting Others into Zoom</b>	Elaine will show how to invite students or parents to a Zoom meeting and add to to Google Classroom or Class Dojo	<a href="#">Inviting Students/Parents to Zoom</a> (3:59)	Elaine Trull <a href="mailto:etrull@galt.k12.ca.us">etrull@galt.k12.ca.us</a>	<b>9:00 - 9:30 am</b> <a href="#">Link to Meeting</a>  Pasword: Trull
<b>Adding a Teacher to your Google Class</b>	Elaine will show how to invite another teacher into your Google Classroom	<a href="#">Adding a teacher to Google Classroom</a> (0:29)	<a href="#">Google Classroom 101</a> (hyperlinked document coming soon with more tutorials-this is a work in progress)	
<b>Assigning Work on Google Class</b>	Elaine will show how to add assignments to Google Classroom so that all students have a copy	<a href="#">How to assign work on Google Class</a> (2:50)		
<b>Working in Small Group</b>	Elaine will show how she helps RSP students work within their own Google Classroom	<a href="#">Students in small group</a> (2:57)		
<b>Happy Numbers &amp; Zearn</b>	Kristin will share how and why her PLC has been using these math programs to engage students during distance learning.	<a href="#">Overview of Happy Numbers &amp; Zearn</a> (7:31)	Kristin Szyper <a href="mailto:kszyper@galt.k12.ca.us">kszyper@galt.k12.ca.us</a>	<b>9:30 - 10:00 am</b> <a href="#">Join the Meeting</a>  Password: Szyper
<b>Morning Message on Zoom</b>	Marlene will show how she introduces Morning Message to her students using Zoom.	<a href="#">Morning Message (3:16)</a> <a href="#">Notes- Morning Message</a>	Marlene Pacheco <a href="mailto:mpacheco@galt.k12.ca.us">mpacheco@galt.k12.ca.us</a>	<b>10:00 -10:30 am</b>

				<a href="#">Join the Meeting</a> Password: Pacheco
<b>Bridge Project on Zoom</b>	Marlene will show how she engages students in the sharing of their bridge project, the use of chat rooms to reinforce complete sentences.	<a href="#">Bridge Project (11:31)</a> <a href="#">Notes from Bridge Project</a>		
<b>Celebrations on Zoom</b>	Marlene will show the various ways she uses to celebrate those on track.	<a href="#">Celebrations (6:29)</a>		
<b>Bingo to Motivate</b>	Marlene will show how she uses Bingo to keep the students engaged.	<a href="#">PAT Time (4:09)</a> <a href="#">Notes for Bingo</a>		
<b>Module 7 of Eureka</b>	Marlene will show how she launches math lessons.	<a href="#">Math- Geometry (7:55)</a>		
<b>SIPPS Beginning</b>	Gail will share guidelines for streamlining SIPPS Beginning for daily virtual teaching.	<a href="#">Streamlining Beginning (23:29)</a>	Gail Bruce <a href="mailto:gbruce@galt.k12.ca.us">gbruce@galt.k12.ca.us</a>	<b>10:30 - 11:00 am</b> <a href="#">Link to Meeting</a> Password: 161320
<b>SIPPS Extension</b>	Gail will share guidelines for streamlining SIPPS Extension for daily virtual teaching.	<a href="#">Streamlining Extension (26:12)</a>	Whitney Donnelly <a href="mailto:wdonnelly@galt.k12.ca.us">wdonnelly@galt.k12.ca.us</a>	
<b>SIPPS Challenge</b>	Gail will share guidelines for SIPPS Challenge for daily virtual teaching.	<a href="#">SIPPS Challenge (32:26)</a>		
<b>Benchmark</b>	Kelly walks you through where to find the digital resources provided by Benchmark and points out some of the highlights.	<a href="#">Benchmark DL Resources</a> <a href="#">Distance Learning with Benchmark: Resources (12:44)</a>	Ann Rivera <a href="mailto:arivera@galt.k12.ca.us">arivera@galt.k12.ca.us</a>  Kelly Vlcek <a href="mailto:kvlcek@galt.k12.ca.us">kvlcek@galt.k12.ca.us</a>	<b>11:00-11:30</b> <a href="#">Join the Meeting</a>  Meeting password: 2tKQdA
<b>Benchmark</b>	In this video, Ann will show participants how to customize Benchmark ebooks using Benchmark online resources.	<a href="#">Distance Learning with Benchmark: How-To Customize Text (16:15)</a> <a href="#">Customizing an Ebook: One More Thing (2;56)</a>		
<b>Collab &amp; Planning</b>	The third grade team at River Oaks will open their collaboration time for participants to see the creation of the Daily Schedule for the week, how to bring the classroom fun into students' homes, what is discussed, what resources will be used, how information will be shared with students through "Meet" and Google Classroom, etc.	<b>Live "Meet" collaboration</b> on Wednesday  <a href="#">RO Google Meet (8:48)</a>	3rd Grade RO	<b>11:30 - 12:00 pm</b>  <a href="#">Directions for Joining Google Meet</a> <b>Join code: Cindy</b>

<b>Grade Level Webpage</b>	The second grade team at River Oaks has created a grade level webpage that has the week's assignments with direct links. Everything the kids and families need in one location.	<a href="#">River Oaks 2nd Grade Page</a>	2nd Grade RO	<b>12:00 - 12:30 pm</b> <a href="#">Join the meeting</a> Password: 014282
<b>Google Classroom</b>	Tina will take participants through the step-by-step process of setting up Google Classroom and assigning work.	<a href="#">Google Classroom Overview(12:28)</a> <a href="#">Google Classroom Slideshow</a>	Tina Homdus <a href="mailto:thomdus@galt.k12.ca.us">thomdus@galt.k12.ca.us</a>	<b>12:30 - 1:00 pm</b> <a href="#">Join the Meeting</a> Password: 0o9qQw
<b>Class Dojo</b>	Christa and Kim will share how and why they use Class Dojo to connect with learners and parents. <a href="#">Class Dojo</a>	<b>Live Zoom Demonstration</b> on Wednesday	Kim Frizzi <a href="mailto:kfrizzi@galt.k12.ca.us">kfrizzi@galt.k12.ca.us</a>  Christa Dunkel <a href="mailto:cdunkel@galt.k12.ca.us">cdunkel@galt.k12.ca.us</a>	<b>1:00 - 1:30 pm</b> <a href="#">Link to Meeting</a> Password: 991337
<b>Morning Message</b>	Michelyn will show participants how she uses Google Docs to engage the kids in her morning message!	<a href="#">Video presentation (5:09)</a> <a href="#">Morning Message</a>	Michelyn Farrell <a href="mailto:mfarrell@galt.k12.ca.us">mfarrell@galt.k12.ca.us</a>	<b>1:30 - 2:00 pm</b> <a href="#">Join the meeting</a> Password: Farrell
<b>A Week at a Glance</b>	Chelsea will show participants how her week is planned out and what links are included for students to use throughout the week.	<a href="#">Google SlideShow (5:00)</a> <a href="#">Part 2- Google SlideShow (1:02)</a> <a href="#">Home Learning Schedule Google Slideshow</a>  <a href="#">Blank Template from TPT-free</a>  <a href="#">Blank Schedule Template from TPT-free</a>	Chelsea Crager <a href="mailto:ccrager@galt.k12.ca.us">ccrager@galt.k12.ca.us</a>	<b>2:00 - 2:30 pm</b> <a href="#">Join the meeting</a> Password: OhKnhG
<b>NGSS K-6</b>	Lisa has created 2 DLScience Learning Sequences for each grade band: K-1, 2-3, 4-5, and 6. Teachers are welcome to create their own Science lessons, or they can use the ones	<b>Live Zoom</b> <a href="#">Distance Learning Grade Band Lessons</a>	Lisa Hegdahl <a href="mailto:lhegdahl@galt.k12.ca.us">lhegdahl@galt.k12.ca.us</a>	<b>2:30 - 3:00 pm</b> <a href="#">Join the Meeting</a>  Meeting ID: 427-



	she has written instead. The lessons connect to a phenomenon and engage students in NGSS 3D learning. Additionally, they are brief and provide a variety of lesson delivery options. They will be emailed to all teachers on Tuesday, April 14th.	Additional Office Hours to Discuss the Sequences: <ul style="list-style-type: none"> <li>Thursday, April 16th, 10:00-11:00 <a href="#">Join the Meeting</a> Meeting ID: 952-0094-6530 Password: 5snL2W</li> <li>Friday, April 17th, 3:00-4:00 <a href="#">Join the Meeting</a> Meeting ID: 949-2505-0600 Password: 5JzsiH</li> </ul>		450-051  Password: 1NsZ8n
<b>LightSpeed</b>	A short tutorial showing participants how to monitor students while they are working on their chromebooks in real time and tips to manage student web activity.	<b>Live Zoom Demonstration</b> on Wednesday	Gina Fuentes <a href="mailto:gfuentes@galt.k12.ca.us">gfuentes@galt.k12.ca.us</a>	<b>3:00 - 3:30 pm</b>  <a href="#">Join the Meeting</a> Password: 12345
<b>A Glance At A Week in 1st Grade</b>	Alicia Lopez shared what her week looks like in a first grade classroom. Alicia is still learning about DL like the rest of us, but this appears to be working for her now.	<u><a href="#">A Week At A Glance in 1st</a></u>  No video link	Alicia Lopez <a href="mailto:alopez@galt.k12.ca.us">alopez@galt.k12.ca.us</a>	~ no meeting scheduled ~
<b>School Spirit using Youtube</b>	See how Marengo Ranch showed their students and families how much they are missed.	<u><a href="#">Marengo Staff</a></u> (3:06)	Jennifer Porter <a href="mailto:jporter@galt.k12.ca.us">jporter@galt.k12.ca.us</a>	<b>3:30 - 3:45 pm</b>  <a href="#">Join the Meeting</a> Password: 710549
<b>Zoom Privacy</b>	Minh will show some of the Zoom features that can help with keeping presentations more secure.	<u><a href="#">Security Features</a></u> (8:50)	Minh Do <a href="mailto:mndo@galt.k12.ca.us">mndo@galt.k12.ca.us</a>	<b>3:45 - 4:00 pm</b>  <a href="#">Join the Meeting</a>
<b>Chat with Cleo</b>	Cleo will be available to answer general questions, listen to ideas, etc,	No video link	Claudia Del Toro <a href="mailto:cdeltoro@galt.k12.ca.us">cdeltoro@galt.k12.ca.us</a>	<b>4:00 - 4:15 pm</b>  <a href="#">Join the Meeting</a> Password: 309481
<b>Videos from other neighboring districts</b>				
<b>Math Overview</b>	Tram Wong is a middle school math teacher from Elk Grove. This video was sent to families/students to give them an overview of what she is expecting during DL.		<u><a href="#">Mrs. Wong's Presentation Notes from Mrs Wong</a></u> (we obtained permission to share with you)	

### Additional Resources you may find useful:

Topic	Description	Component of DL	Type /Duration	Link
Screencastify  <i>Simple screen recorder that lets you record, edit &amp; share video</i>	Blog-post with helpful hints for teachers new to Screencastify. Contents include <i>setting up, recording a video, editing a video, &amp; sharing a video</i>	CONTENT DELIVERY	Blog-post	<a href="#">Beginner Guide for Screencastify</a>  <i>Free unlimited usage until May 31st, code: CAST_COVID</i>
	A blog post with links to a Beginner's Guide (see above), a 1-hour video course, and 2 e-books ( <i>50 Ways to Use Screencastify in the Classroom</i> and <i>25 Ways to Use Screencastify with Google Apps</i> ).	CONTENT DELIVERY	Blog-post with links	<a href="#">Screencastify Resources</a>
	Video of how to install Screencastify and create a Screencastify video.	CONTENT DELIVERY	Video 4:48	<a href="#">How to Use Screencastify</a>
Google Meet  <i>Video conferencing app</i>	Video describes how to create, invite and join a Google Meet session.	STUDENT-TEACHER COMMUNICATION  LESSON DESIGN & CONTENT DELIVERY	Video 2:59	<a href="#">Google Meet: How to set up and join a meeting</a>
YouTube	Eduspire Blogpost; Contents include: <i>How To Set Up Your Own Channel, Upload Your Own Content, Create Playlists on YouTube, Fabulous YouTube Channels for Class Use</i>	LESSON DESIGN & CONTENT DELIVERY	Blog-post with links	<a href="#">YouTube for the Classroom</a>
Khan Academy	Youtube video explaining basics of getting started with using Khan Academy remotely includes setting up class, inviting students, assigning activity and tracking student progress.	LESSON DESIGN & CONTENT DELIVERY  EVIDENCE OF LEARNING	Video 31:50	<a href="#">Getting Started with Remote Learning</a>
Lightspeed (Relay Classroom)	Multi-page pdf includes how to log-in, setting a class schedule, understanding and using class controls	LESSON DESIGN & CONTENT DELIVERY	pdf	<a href="#">Getting Started with Relay classroom (Lightspeed)</a>
Flipgrid  <i>A video-based discussion platform</i>	Video featuring a brief explanation of Flipgrid.	EVIDENCE OF LEARNING	Video 0:50	<a href="#">What is Flipgrid?</a>
	This video shows how to create an account, video assignments and respond to student videos using Flipgrid.	EVIDENCE OF LEARNING	Video 14:42	<a href="#">How to Teach Remotely with Flipgrid</a>

	A video of instructions for students to complete a Flipgrid video assignment.	EVIDENCE OF LEARNING	Video 2:14	<a href="#">Flipgrid Instructions for Students</a>
<i>Seesaw multimedia journal that builds digital student portfolios</i>	PDF of slides explains what the app is, how it works, student features such as login, uploads, and annotations, teacher features like item approval and organization, and how to share with parents.	EVIDENCE OF LEARNING	14 slide pdf	<a href="#">What is Seesaw?</a>
Padlet <i>Online Multi-Media Bulletin Board</i>	Tutorial for how to use Padlet (setting up, creating, sharing) includes lists of uses for the app in the classroom as well two links to further learning (“How to use Padlets in a Whole Lesson” & “32 Interesting Ways to Use Padlet in the Classroom”)	EVIDENCE OF LEARNING	Slideshare (21 slides)	<a href="#">Padlet</a>
	Blog-post describing ways to use Padlet in the classroom including <i>brainstorming, exit tickets, and a live question bank</i>	EVIDENCE OF LEARNING	Blog-post	<a href="#">Create Ways to Use Padlet</a>
Kahoot <i>Quiz app</i>	Introductory video explaining how to use this quiz app	EVIDENCE OF LEARNING	Video 4:00	<a href="#">Kahoot: How It Works</a>
Zoom <i>Video conferencing app</i>	Introductory video explaining how to use Zoom.	LESSON DESIGN & CONTENT DELIVERY	Video 5:16	<a href="#">How to Zoom Like An Expert</a>
	Video explaining how to manage a Zoom meeting.	LESSON DESIGN & CONTENT DELIVERY	Video 10:16	<a href="#">Zoom Meeting Controls</a>
<i>Chromebook Troubleshooting for Students</i>				<a href="#">Screen Resolution Troubleshooting</a>  <a href="#">Add a student profile to Chromebook</a>
<b>Some of Cleo's pics:</b>				
<b>Pocketful Of Primary</b>	Quickly learned about some of the best websites and apps for distance learning	<a href="#">Overview of Websites and Apps for DL (14:01)</a>		
	Quickly learned how to create Google Slides	<a href="#">Google Slides (19:50)</a>		

<b>Zoom</b>	Great overview of features I really need to know about when hosting a meeting	<a href="#"><u>Meeting Controls</u></a> (10:16)
	Good recap of the features available to me to monitor what participants can and can't do based on how I set up the meeting	<a href="#"><u>Manage Participants</u></a> (6:05)

**On behalf of our district, a huge 'gracias' to everyone who volunteered, *or were voluntold*, to help make this happen!**



# RESTRUCTURE/CUTS/BUDGET REDUCTIONS

2018-19 Budget Reductions	2019-20 Budget Reductions	2020-21 Budget Reductions
(1) 3.75 Parent Liaison	Ray Morgan Copy and Printer Contract	(3) Assistant Principals
(1) 1 hour reduction to the BOA Special Programs	On-line Frontline Evaluation System not Renewed	(1) .5 Warehouse Worker
(2) 3.5 ASES IAs	Early Retirement Savings	(1) Technology Assistant
(1) 5.5 Math IA	(1) Contracted Psychologist	(1) Campus Monitor
(4) 6.0 Sp Ed IAs	(6) Part-Time BFLC Techs	McCaffrey restructure of site funds
(2) 3.92 Sp Ed IAs	(3) PLP Secretaries	Expanded Learning Supervisor
(1) Principal on Special Assignment	(1) 3.0 Food Service Worker	(5) 6.0 Math Technicians
(1) Home Study Teacher		(1) 3.5 ASES IA
(1) RSP Teacher		(1) 3.0 Food Service Worker
(1) PE Teacher		(3) 3.92 Sp Ed IAs
(2) Regular Ed Teachers		(1) 3.5 Sp Ed IA
(1) .4 Newcomer Teacher		(1) 6.0 Sp Ed IA
(2) Coach		(1) 3.5 Bilingual Community Outreach Assistant
(1) CITI District Administrator		
(1) PLP Secretary position		
(1) 3.75 Bilingual IA		
(1) 3.0 Cashier		
(1) Maintenance Supervisor (Maintenance, Operations, Transportation Restructure)		
<b>Total General Fund Reductions After Staffing Additions</b>	<b>Total General Fund Reductions</b>	<b>Total General Fund Reductions</b>
<b>\$369,620</b>	<b>\$287,308</b>	<b>\$600,000</b>

General Fund
Grant Funds
S&C or Federal Funds
Grant Funds/S&C or Federal
General Fund/Grant Funds

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

# 2020–21 May Revision Proposes LCFF Cuts and Deferrals, but Some Good News Too



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posted May 14, 2020

### Overview

Today, May 14, 2020, Governor Gavin Newsom laid out the details of the May Revision to the 2020–21 State Budget, and they are as grim as expected. Through no fault of his own, the May Revision proposals bear no resemblance to the Governor's January State Budget, when the Administration anticipated a \$5.6 billion surplus in a \$222 billion spending plan.

The purpose of this article is to provide a quick overview of Governor Newsom's assertions regarding the revised 2020–21 State Budget. We reserve our commentary on these proposals for inclusion in our more detailed *Fiscal Report* article, to be released later this evening.

### Proposition 98

As previewed last week, Governor Newsom's revision to his 2020–21 State Budget proposal reflects significant changes to Proposition 98 in the current and budget years, totaling \$19 billion.

In future years, Governor Newsom plans to provide supplemental appropriations above the constitutionally required Proposition 98 funding level, beginning in 2021–22, and in each of the next several fiscal years.

### Local Control Funding Formula

For the first time since its creation, the Local Control Funding Formula (LCFF) is facing a reduction instead of an increase. Officially, the statutory cost-of-living adjustment (COLA) is calculated at 2.31% and applied to the LCFF, but a reduction of 10% (\$6.5 billion) will be applied unless "triggered off if the federal government provides sufficient funding to backfill this cut." As of this writing, no written details were provided as to how this cut would be applied.

### CalSTRS and CalPERS

In positive news, the Administration proposes to redirect the \$2.3 billion paid in the current-year budget to the California Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) towards long-term unfunded liabilities to further reduce employer contribution rates in 2020–21 and 2021–22. This reallocation will reduce the CalSTRS employer rate from 18.41% to approximately 16.15% in 2020–21, and from 18.2% to 16.02% in 2021–22. The CalPERS employer contribution rate will be reduced from 22.67% to 20.7% in 2020–21, and from 25% to 22.84% in 2021–22.

### Deferrals

To address a current and anticipated cash crunch, the Administration proposes several deferrals. The first comes immediately, deferring \$1.9 billion of LCFF apportionment from 2019–20 to 2020–21. In 2020–21, the Administration proposes deferrals totaling \$3.4 billion, for a grand total of \$5.3 billion in LCFF deferrals scheduled for payment in 2021–22.

### Flexibilities

In order to assist local educational agencies (LEAs) facing this potential 10% LCFF cut, the Administration proposes the following flexibilities, including:

- Exemptions if apportionment deferrals create a documented hardship
- Authority for LEAs to exclude state pension payments on behalf of LEAs from the calculation of required contributions to routine restricted maintenance
- Increases on LEA internal inter-fund borrowing limits
- Authority to use proceeds from the sale of surplus property for one-time General Fund purposes

### **Special Education**

While the proposed \$250 million in one-time funds based on preschoolers with disabilities was dropped at the May Revision, the Administration continues to sustain the Governor's Budget proposal to increase special education base rates, updated at May Revision to \$645 per pupil (while suspending the 2.31% COLA), apportioned on a three-year rolling average of LEA average daily attendance (ADA) (allocated to Special Education Local Plan Areas).

### **Categorical Cuts**

The Administration proposes cuts to several non-LCFF programs including: After School Education and Safety, K–12 Strong Workforce Program, CTE Incentive Grants, Adult Education Block Grant, and several others.

### **Learning Loss Mitigation**

The May Revision proposes a one-time investment of \$4.4 billion (\$4 billion federal Coronavirus Relief Fund and \$355 million federal Governor's Emergency Education Relief Fund) to LEAs to address learning loss related to COVID-19 school closures. Funds will be allocated to LEAs offering classroom-based instruction based on a formula that takes into account the share of students most heavily impacted by school closures, including students with disabilities, low-income students, English learners, youth in foster care, and homeless youth.

### **More Analysis to Come**

More in-depth coverage of Governor Newsom's revised proposals will be released in a comprehensive *Fiscal Report* article this evening and at our [May Revision Workshop](#).

## COVID-19 Operations Report and LCAP Revised Timeline

# COVID-19 Operations Written Report Content

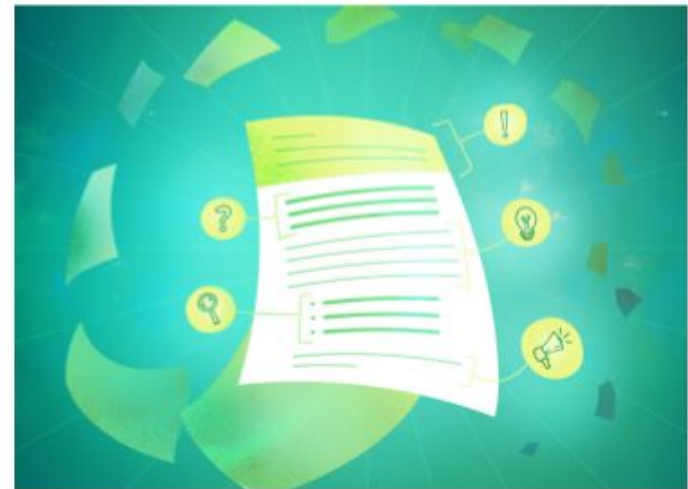
The Operations Written Report is a one-time submission for LEAs and must include a description of:

- How the LEA is meeting the needs of English learners, foster youth and low income students
- Steps taken to:
  - Deliver high quality distance learning
  - Provide school meals while social distancing
  - Arrange for supervision of students during ordinary school hours



# Operations Written Report Requirements

- Adopted by the governing board with the budget by July 1, 2020
- Submitted to SCOE with the budget (not approved)
- Charters submit to authorizer and COE
- Post on the homepage of the LEA website



# Proposed Timeline



To be clarified by legislative action:

- Release of 2020-21 template (anticipated early fall 2020)
- Status of California School Dashboard / Local Indicators

## School Distance Learning with School Closure Analysis

### School Leadership Input Samplings

STRENGTHS & BEST PRACTICES	CHALLENGES	OPPORTUNITIES	CONSIDERATIONS TO ACT UPON OPPORTUNITIES
<p>Strengthened Teacher-Parent partnerships to support continuous learning</p> <p>Incredible staff collaboration and sharing of best practices including new resources for distance learning, piloting of new tech integration tools</p> <p>Instructional Assistants supportive with providing lessons-Read Alouds and Arts/Crafts</p> <p>Teacher creativity.</p> <p>Opportunities for families to engage learning through technology.</p> <p>Strong classified staff involvement in all aspects of remote communication and student/family support.</p> <p>Teacher connections with students has made a huge impact on whether or not students are engaged in the distance learning</p>	<p>VERY short attention span for younger students on Zoom.</p> <p>Parents working equates to issues with being able to support learning at home</p> <p>Internet limitations</p> <p>Special ed students at the primary level need a lot of specialized academic instruction and families are challenged to support much of the learning.</p> <p>Increased Inequity -Social Emotional Learning (SEL) -Core content -Foundational reading -Rigor -Unequal participation</p> <p>It's difficult to know what teachers are actually teaching... Is it too much? Too little? Too challenging or not enough?</p> <p>Monitoring the instruction provided is difficult</p> <p>Communication with Spanish speaking families</p>	<p>New ways to use technology</p> <p>Technology-options for meetings and professional development instead of in person for parents and staff.</p> <p>Increased parent involvement in education</p> <p>Creativity (for teachers, for lesson design, ways to maintain school culture, etc)</p> <p>Organized and effective means of communication with both students and parents (SeeSaw, Remind, Class Dojo, Google Classroom)</p> <p>Parents/Students have become much more familiar with online technology/learning applications</p> <p>Future use of Zoom technology for parent meetings - IEPs, SSTs, 504s, etc. working in small groups and one on one with students able to work with our non-English speaking parents on a one to one</p>	<p>We must strengthen our distance learning to a point where if parents choose this type of learning next year, we can offer a quality program.</p> <p>Continued professional development around distance learning and use of technology</p> <p>How do we determine pacing and maintain rigor?</p> <p>Expected consistencies for District grade levels for Distance Learning -Create list of must dos and may dos</p> <p><b>Mindsets have changed</b> and can make the way to a new normal implementation that can look different and still be effective and personalized for growth and achievement- i.e. the number of students on campus at any one time or the number of instructional days students attend in person vs. remotely through DL.</p> <p>Expected Google Classroom for all teachers in grades TK-6 with Lightspeed</p> <p>Use of Gooru in grades other than 5th - supports personalization and specificity to the needs of each student - fairly easy</p>

## School Distance Learning with School Closure Analysis

### School Leadership Input Samplings

STRENGTHS & BEST PRACTICES	CHALLENGES	OPPORTUNITIES	CONSIDERATIONS TO ACT UPON OPPORTUNITIES
<p>Zoom sessions create opportunities for face to face interactions.</p> <p>Teachers have become proficient in the use of different platforms including Screencastify and Zoom.</p> <p>Instructional Assistants have been supporting learning via zoom sessions (SIPPS, read alouds, etc)</p> <p>Teachers have been able to explore creative ways to teach their students: online tools, hard copies/packets</p> <p>A new awareness of ways technology can be used in the classroom as well as in distance learning</p> <p>Social Worker support for families and staff.</p> <p>Our counselor is constantly reaching out and checking in with students with SE issues as well as others.</p>	<p>Math - What do we do for math when we return to school? How do we make up for lost ground?</p> <p>Finding ways to train and use IA staff effectively in student service and support.</p> <p>Teaching early literacy skills that are normally done face-face, in small groups</p> <p>Lack of "true" social/emotional interaction (student-student, teacher-student)</p> <p>Engaging students in learning when they are not able to socialize with their peers.</p>	<p>and conquering what they felt they could never do</p> <p>Preparation for distance learning that could take place for next year</p> <p>New mindset of all staff on ways to effectively use technology to support personalization and collaboration.</p> <p>Emergence of new possibilities in use of tech tools for learning and supporting practice of skills.</p> <p>Families have become more aware of content.</p> <p>Board Meetings are accessible.</p>	<p>and simple access to student progress/ competencies mastered</p> <p>Use of Gooru in the future to support personalization now that it is out of the beta stage and has improved to be what we originally had hoped for. Each and every student can have a personalized pathway using tech integration tools that are built around their learning preferences.</p> <p>Teacher/student/parent have on-demand immediate feedback on competencies mastered and where learning needs to be strengthened at a glance.</p>

## GJUESD DISTANCE LEARNING SERVICES

SCHOOLS	Chromebooks Check-out	HotSpot Check-out	Meals Distributed Breakfast/Lunch May 1-11, 2020
Fairsite	54	21	160
Greer	304	51	6056
Lake Canyon	135	34	5976
McCaffrey	847	40	6302
Marengo	161	23	5490
River Oaks	213	27	4162
Valley Oaks	409	34	6166
<b>Total</b>	<b>2123</b>	<b>230</b>	<b>34312</b>

## Distance Learning Packets Distribution Matrix

Student Group	Number	Percent
<b>All groups- 229 Total Packets</b>	<b>229/2,727 (TK-6 Total)</b>	<b>8.3% of TK-6 students</b>
<b>SCHOOLS</b>		
Valley Oaks	19/229	8.2%
River Oaks	76/229	33.1%
Lake Canyon	21/229	9.1%
Greer	72/229	31.4%
Marengo Ranch	41/229	17.9%
<b>DEMOGRAPHICS</b>		
English Learner	78/229	34%
Migrant Education	23/229	10%
Special Education	33/229	14.4%
Low Socio-Economic Students (Free/Reduced Lunch Program)	181/229	79%
Female	115/229	50.2%
Male	114/229	49.7%
<b>GRADE LEVELS</b>		
Transitional Kinder/Kindergarten	19/229*	8.2%
1st	34/229	14.8%
2nd	35/229	15.2%
3rd	26/229	11.3%
4th	37/229	16.1%
5th	43/229	18.7%
6th	35/229	15.2%
<i>Returned DL Packets for weeks 1-3: 42/138</i>	<i>* Many TK/K teachers sent home own packets</i>	



# A Blueprint for Back to School

**John P. Bailey and Frederick M. Hess**

WITH CHRIS CERF, CARRIE CONAWAY, SHARIF EL-MEKKI,  
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MAY 2020

# Foreword

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Since the first schools shut down in mid-March, educators have struggled to offer distance learning and adapt to the unique challenges COVID-19 poses. Schools are being asked to feed kids, devise remote learning programs, get devices and connectivity to kids who lack them, and much else. Whether we are lauding the remarkable efforts we have seen in many places or raising concerns about what we have seen elsewhere, we should recognize just how much schools are trying to do.

Amid the rush of urgent needs, longer-term priorities can get waylaid. Especially with reopening schools this fall—which will require determined, creative problem-solving by educators, community partners (including faith-based institutions), and local, state, and federal officials—a slow start to planning may mean unnecessary delays and unacceptable burdens for students and families.

At times like this, think tanks such as the American Enterprise Institute can play a constructive role. Because we are not burdened with the day-to-day responsibilities of serving students and families, we have the luxury to look further ahead. We can also bring together experts and veteran leaders who are versed in the particulars of what schools are facing and give them a platform to share their recommendations and guidance. Equally important, we can do all this with a degree of autonomy and independence, which can be more difficult for professional associations or partisan entities.

What we have sought to do in this report, then, is sketch a blueprint for reopening schools. Once public health officials deem it appropriate to get back to

brick-and-mortar classrooms, school districts must be prepared. This is an effort to help think through what needs to happen between now and that moment when public health officials deem it safe to reopen.

In collaboration with a group of former state education chiefs, federal policymakers, district superintendents, and charter school network leaders, we have tried to offer a blueprint for how to address the challenges that lie ahead. We deliberately decided to work with mostly former—rather than current—public officials to ensure that the group would have more freedom to speak freely and without the constraints current officials inevitably experience.

We hope this report will prove useful for state and district leaders, but we suspect it might have particular value for community leaders, state legislators, journalists, and concerned parents.

We are not public health experts. We consciously defer here to the guidance of public officials who will be leaning heavily on those better versed in the dictates of public health. But we also believe that this group of education leaders, with experiences ranging from the White House to the schoolhouse, can provide vital guidance to those entrusted with leading America's schools.

We want to express our thanks to the many authors who were instrumental in this effort. We particularly want to thank AEI education program manager Brendan Bell for shepherding this project to completion and colleagues at AEI who have helped make this effort possible.

—John Bailey and Frederick Hess



# Executive Summary

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Families and communities need schools to be ready to reopen as soon as public health officials signal that it is safe. After all, the nation has recently been reminded just how vital schools really are. Schools connect students with peers and mentors, channel youthful energy into productive pursuits, teach essential academic skills and knowledge, and give overwhelmed parents room to breathe and work. Reopening schools in a manner that is safe and responsive to the needs of families and communities will involve novel challenges. Leaders must begin planning immediately.

Together with a task force of accomplished educational leaders—including former state chiefs, superintendents, federal education officials, and charter network leaders—this report sketches a framework that can help state policymakers, education and community leaders, and federal officials plan appropriately for reopening.

As communities and public officials start to think about the problems ahead, states, districts, and schools should consider at least six different buckets of work: school operations, whole child supports, school personnel, academics, distance learning, and other general considerations.

Adapting to the challenges of COVID-19 gives America's schools the opportunity to provide what is uniquely possible in the schoolhouse while seeking new ways to fully use technology and community partnerships. We understand the enormity of these burdens. This is a moment when all of us—educators, families, and communities—must find ways to ensure that children get back the schools and connections so important to their young lives. When schools get the green light to go, they must be ready. That work starts now.

# A Blueprint for Back to School

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## John P. Bailey and Frederick M. Hess

With Chris Cerf, Carrie Conaway, Sharif El-Mekki, Dale Erquiaga, Kaya Henderson, Duncan Klusmann, Wayne Lewis, Phyllis Lockett, Candice McQueen, Karega Rausch, Nina Rees, Gerard Robinson, Andrew Rotherham, Ian Rowe, Irvin Scott, Hanna Skandera, David Steiner, Joanne Weiss, and John White

Families and communities need schools to be ready to reopen as soon as public health officials signal it is safe. After all, the nation has recently been reminded just how vital schools really are. Schools connect students with peers and mentors, channel youthful energy into productive pursuits, teach essential academic skills and knowledge, and give overwhelmed parents room to breathe and work.

This makes it urgent that schools find a way to reopen this fall, if at all feasible. Of course, reopening in a manner that is safe and responsive will involve novel challenges. That is why leaders must begin planning immediately. But let us be clear: A number of public health officials—including the habitually cautious Dr. Anthony Fauci, head of the National Institute of Allergy and Infectious Diseases—have indicated that they expect schools will likely be able to reopen this fall.

What will it take to get schools ready for this fall, amid enormous uncertainty? The path to reopening must be based on the public health frameworks guiding the gradual relaxation of the intensive social distancing measures adopted this spring. Any consideration about reopening must consider the wide variability of circumstances states, communities, and schools confront.<sup>1</sup> Depending on the public health situation, there may be waves of stopping and starting, partial or staggered openings, or other developments (determined by local health facilities, population

vulnerability, and more).<sup>2</sup> These decisions will require robust community engagement to yield both coherent planning and community support.

### Underlying Assumptions

Education leaders must begin planning now based on the best current understanding of COVID-19 and what is required for continued containment and mitigation. At the same time, this dynamic public health situation requires adaptive planning that can evolve as the science and circumstances do.

Despite the uncertainty, state policymakers, school leaders, and community leaders should develop plans based on the following assumptions informed by the most current guidance from public health officials.

- Schools will remain closed this spring but will reopen in the fall (albeit with the potential of localized, 14-to-28-day rolling closures triggered by new outbreaks).<sup>3</sup>
- Reopened schools will need modifications based on guidance from national, state, and local health officials, which could include physical distancing, temperature screenings, and frequent disinfecting of classrooms.

- Accommodations will be needed for teachers, administrators, school staff, and students who may be at heightened risk from COVID-19 due to their age or other health conditions.<sup>4</sup>
- A vaccine might not be available for 18 months or more,<sup>5</sup> meaning that plans should take into account both the 2020–21 and 2021–22 school years.

### Guiding Principles

Four principles should guide decisions, preparations, and actions as education leaders, community leaders, and public officials work to reopen our nation's schools.

- While governors have the authority to close and open schools, these decisions are best made by consulting with those closest to the problem, including school leaders, health officials, and community leaders.
- Schools are responsible for meeting the needs of all students, including the distinctive needs of students from low-income backgrounds, students with disabilities, and English language learners.
- Schools are obliged to find ways to serve all students, even during times of disruption when remote learning requires students to connect from home.
- Given that school systems cannot reasonably have been expected to plan for the current situation, state and federal officials must help provide the resources schools need to help weather the crisis.

### The Public Health Framework for Reopening

Governors have used an unprecedented array of social distancing measures to “flatten the curve” and slow the spread of COVID-19. These have included issuing stay-at-home orders, severely restricting travel, restricting the size of gatherings, and closing nonessential services, businesses, and schools.<sup>6</sup>

Flattening the curve provides two benefits: ensuring that hospitals are not overwhelmed and providing time for medical researchers to develop and deploy a vaccine. Given that a COVID-19 vaccine is not expected to be ready for at least another 18 months, social distancing measures must be relaxed gradually to protect vulnerable populations and prevent a rebound wave of infections.

Schools can only reopen in the context of a community's gradual relaxation of the social distancing measures put in place. In fact, reopening schools is a crucial step in helping reopen other parts of the economy. As such, state and school leaders must develop education plans that are closely tied to their state's public health frameworks, which guide both the gradual relaxation of social distancing measures and the conditions under which those measures should be reactivated. These public health frameworks also outline the important public health accommodations that affect school operations.<sup>7</sup>

**Federal Frameworks.** Former Food and Drug Administration Commissioners Scott Gottlieb and Mark McClellan and Johns Hopkins Center for Health Security experts released the “National Coronavirus Response: A Road Map to Reopening.”<sup>8</sup> The authors outline a four-phase process, with each phase triggered by set criteria (including a sustained reduction in cases, the capacity of hospitals to safely treat all patients, widespread testing, and active monitoring of confirmed cases and contacts) and provisions for reactivating aggressive social distancing as necessary. The framework envisions schools reopening in the second phase, the stage at which transmission trends are on a sustained decline and health care workers can safely diagnose and treat COVID-19 cases.

**Table 1. White House Phases for Reopening**

Phase	Criteria	Reopen	Schools
1	A 14-day period of downward trajectory of documented cases or positive tests as a percentage of total tests  Declining rates of flu-like symptoms and hospital capacity to care for all patients	Businesses begin to reopen— telework encouraged  Large venues open with physical distancing  Minimize nonessential travel	Remain closed  Vulnerable populations continue to shelter in place
2	A 28-day period of downward trajectory of documented cases or positive tests as a percentage of total tests  Declining rates of flu-like symptoms and hospital capacity to care for all patients	Continued opening of businesses  Nonessential travel permitted	Schools open  Vulnerable populations continue to shelter in place
3	A 42-day period of downward trajectory of documented cases or positive tests as a percentage over total tests  Declining rates of flu-like symptoms and hospital capacity to care for all patients	Businesses and large venues can operate without physical distancing	Schools open

Source: White House, “Guidelines: Opening Up America Again,” April 16, 2020, <https://www.whitehouse.gov/openingamerica/#criteria>.

On April 16, the White House released guidance for states as they consider their timelines for reopening.<sup>9</sup> The guidelines roughly follow the road map, outlining three phases of easing social distancing measures based on trends with transmission and hospital capacity (Table 1). This allows for a gradual reopening of parts of the country while maintaining more aggressive social distancing measures in harder-hit areas.

**State Frameworks.** Governors, not federal officials, have the authority and responsibility for enacting and relaxing social distancing measures, including the conditions under which schools should reopen. The National Governors Association released a “Roadmap to Recovery: A Public Health Guide for Governors” to help governors develop plans for a careful, staged reopening that protects the public’s health while laying a strong foundation for long-term economic recovery.<sup>10</sup> The report outlines 10 steps with operational considerations. Governors are also encouraged to create a process for ongoing public input and

engagement, including potentially designating an advisory committee.

The Johns Hopkins Center for Health Security released a guide providing more detailed advice for governors in considering each issue. The authors stress that “state-level decision makers will need to make choices based on the individual situations experienced in their states, risk levels, and resource assessments, and they should do so in consultation with community stakeholder groups.”<sup>11</sup>

The guide also highlights some of the unanswered medical questions that make it difficult for officials to provide firmer guidance around when schools should close and reopen. For example, while initial data suggest that minors generally experience little effects from the virus, it is still largely unknown the rate at which they can spread it to others. More specific guidance will emerge as researchers develop a deeper understanding of the virus.

States are already evaluating this guidance to develop their own phases for reopening their state.

Some have appointed task forces,<sup>12</sup> others are considering phasing in reopenings by regions in the state,<sup>13</sup> and some are cooperating with nearby states to develop regional frameworks.<sup>14</sup>

**International Lessons.** State and school leaders will also benefit from the lessons learned with schools reopening in other countries. Germany will reopen schools on May 4, and students are expected to return to schools on May 11 in France. Danish health officials have reopened schools but with strict hygiene and social distancing rules, including spacing out desks and disinfecting tables, door handles, and other surfaces twice a day.<sup>15</sup> Important insights will be gained from these early attempts to reopen schools that should inform the planning of work underway in the United States.

### A Blueprint for Getting Students Back to School

There is no one-size-fits-all approach to this work. An immense challenge is determining what public health accommodations and adaptations ought to entail, what schools will require to make them practicable, how community organizations can provide support, and what the path to reopening will look like in practice.

Governors will need to work closely with state school chiefs, state health officials, mayors, local community leaders, superintendents, and unions to develop and implement plans best tailored to their needs. The Centers for Disease Control and Prevention (CDC) recommends that planning and preparations consider all aspects of a community that might be affected, including populations most vulnerable to COVID-19 and those that may be more affected socially or economically. Strategies must be adaptive and able to be scaled up or down depending on local conditions.<sup>16</sup>

Plans will also need to differentiate strategies based on school levels and student needs. For example, in instances of remote learning, more printed resources might be needed for elementary-age students, while online instruction might work best for

high school students. Strategies might also look different for urban schools than rural schools. Differentiation is an important part of any planning process, particularly given the range of students schools serve.

No reasonable observer could have expected school districts to budget for these demands. Even absent the shutdown-induced shocks to state and local budgets, there will be a necessary role here for rapid, substantial federal support. Given the importance of school operations to getting the economy back on its feet, however, such spending can be readily justified.

### General Considerations

There are at least four broad considerations when planning for reopening: coordination, communication, regulatory flexibility, and privacy protections. Schools will have to coordinate in new ways with state and local health officials to develop a unified public health strategy. They will need to communicate with stakeholders so that students, families, educators, and community members are clear on expectations for academics and public health. They will need flexibility as they adapt to unprecedented challenges. And we will need to review privacy policies to ensure that schools can engage with students and families in new ways with an eye to both remote learning and community health.

**Community Coordination.** Reopening will require schools to work far more closely with public health authorities and other agencies than is the norm. This will require new routines and partnerships to allow schools to focus on their core competencies.

- At the state level, governors should consider launching a task force for reopening schools that includes legislators, the state chief, teachers, superintendents, representatives from charter schools and private schools, parents, students, union representatives, local or state chambers of commerce, and community leaders. The task force can evaluate ongoing guidance and best

practices to develop recommended actions for the state.

- States, districts, and schools should create a clearinghouse to share best practices and lessons learned and promote the sharing of resources to help conserve limited budgets.
- States, districts, and schools need to develop clear protocols regarding potential rolling closures. Plans for reopening all recognize that there may be need for rolling closures (probably of 14–28 days) if trigger points are breached. It must be clear who will make such a determination and how the decision-making process will work (Figure 1).
- Schools must develop protocols and partnerships with public health authorities to effectuate “contact tracing” strategies—with the aim of knowing at any given point which students or teachers warrant special distancing protections or testing. Schools should also prepare for possible reporting of other health indicators, such as student absenteeism, students who present a fever, or students whose parents or guardians have been diagnosed with COVID-19.

**Communication.** Effective school reopening will require diligent efforts to communicate with parents, educators, and community members. Careful reopening plans will be for naught if parents or educators are not confident about the measures in place. Where schools open with significant modifications to schedules, classes, or logistics, minimizing chaos and confusion will depend on clear and consistent communication.

- Schools need comprehensive communication plans to reach teachers and parents that leverage local media outlets, text messaging, websites, and email.
- Among the most important considerations is the health and safety of students and school

personnel. Schools need to provide clear guidance on steps the school is taking, including protocols for self-isolation.

**Regulatory Flexibility.** The events of this spring showed that many familiar rules and regulations—such as those governing attendance, seat time, instructional delivery, testing, procurement, and graduation requirements—were ill-suited for the challenges schools currently face. Given the likelihood that reopened schools will have to incorporate many novel decisions regarding staffing, scheduling, and operations, there will inevitably be any number of incidents in which the usual regulations do not make sense.

- State policymakers will need to develop a process and criteria for quickly evaluating requests for regulatory flexibility.
- Schools will also need increased flexibility to procure education materials and resources. This should likely entail reducing some of the usual paperwork and contractual obligations to get learning materials and other resources in schools for the duration of this current crisis.
- All this needs to be done on a hugely expedited timeline, so that school and system leaders know what will and will not be allowed this summer as they are planning for fall. States should also consider ways to provide regulatory flexibility and policy accommodations for new models of learning, such as competency-based learning and hybrid learning.

**Privacy Protections.** Schools will also confront new tensions around student privacy that will need clear guidance from federal and state policymakers. One example is privacy issues that may emerge from increased information sharing among schools, local and state health officials, and health care providers. Schools should also review the privacy policies of their online learning providers.

**Figure 1. Centers for Disease Control and Prevention Recommendations for School Closure Decisions**

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**All Schools Regardless of Community Spread**

- Confirmed person with COVID-19 in building?
- Assess risk
- Short (potentially two to five days) building dismissal to clean, disinfect, and contact trace in consultation with local health officials



**No Community Spread**

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events
- Consider postponing noncritical gatherings and events
- Require sick students and staff to stay at home
- Establish procedures for someone becoming sick at school



**Minimal to Moderate Community Spread**

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building
- Consider ways to accommodate needs of children and families at high risk



**Substantial Community Spread**

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building **with extended school dismissals**
- Consider ways to accommodate needs of children and families at high risk

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Source: Centers for Disease Control and Prevention, "Considerations for School Closures," March 2020, <https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf>.

- The federal government needs to provide guidance clarifying that federal privacy laws, such as Family Educational Rights and Privacy Act and Health Insurance Portability and Accountability Act, will not prohibit necessary coordination between schools and health officials.
- State policymakers will also need to scrutinize state privacy statutes to identify any potential barriers to this coordination.<sup>17</sup>
- Schools need to review the apps and digital services used for remote learning to ensure they are consistent with privacy protections required under state and federal laws.<sup>18</sup>

### School Operations

Schools will have to revamp their day-to-day operations to adhere to public health guidance. This includes at least three areas of operations: public health accommodations, school meals, and transportation. With public health accommodations, schools will have to examine every aspect of the school day—from classroom spaces to class schedules—and adjust to address new public health guidance. Leaders will need to address gaps in meal service and distribution plans. As for transportation, schools will need to devise plans that conform with physical distancing protocols. All this will have obvious implications for staffing and costs and is a budget line that Washington should help address.

**Public Health Accommodations.** Schools will need to adapt to evolving guidance from health officials based on a better understanding of COVID-19 risks and the related mitigation strategies. Health officials may recommend reopening schools only when certain hygiene and distancing measures are in place, as we are seeing in parts of Asia and Europe.

- Depending on local circumstances, schools will need to consider closing playgrounds, suspending nonessential activities, moving meetings

online, limiting on-campus visitors, administering COVID-19 tests, and requiring temperature checks for students and faculty entering buildings.<sup>19</sup>

- Classrooms, hallways, school buses, and other areas will need to undergo regular deep cleanings to minimize the spread of COVID-19.<sup>20</sup>
- Schools should identify and procure any needed personal protective equipment public health officials recommend, including gloves, face masks, hand soap, hand sanitizer, and disinfectant. Some of these items will require working with local health authorities, while others may be more widely available but will require unforeseen budgetary outlays.
- Schools should also develop plans that even if they open schools, some parents may decide to keep their child at home during a local outbreak.

**School Meals.** Districts need to assess which students cannot take advantage of school meal distribution sites and identify ways to address these gaps. State leaders should consider how to leverage the flexibility provided with Pandemic Electronic Benefit Transfer to provide additional benefits to children who normally receive free or reduced-price school meals.<sup>21</sup>

- Some schools may continue to use buses to distribute meals to students. As students return to school, the burdens this will place on school staff and bus fleets may become prohibitive—requiring alternative strategies.
- Schools will need to assess, based on CDC guidance, whether to serve meals in the classroom or in smaller cohorts in the cafeteria or offer grab-and-go boxed meals.
- Many schools have become crucial meal distribution sites for not only students but also other community members. Districts need to determine whether to continue this broader meal



service option or whether this role is best served by another organization in their community.

**Transportation.** Schools will have to organize transportation to conform to physical distancing protocols health officials recommend. For instance, it is likely that schools may be advised to operate buses with a one-student-per-seat rule, creating massive burdens for bus fleets and driver pools. There is an additional set of questions regarding transportation for the millions of students in urban centers who typically rely on mass transit.

- Districts will need to develop contingency plans that anticipate the required numbers of buses and drivers and the budgetary implications. There will be a clear need for federal funding to help address the unanticipated costs.
- Districts will need to coordinate with city transportation officials to maximize the use and safety of existing public resources. In urban centers, that will require working with transit and public health officials to determine what is deemed safe and feasible for mass transit.
- Districts also need to anticipate issues regarding the health and safety of drivers and other transportation staff. Many drivers may be in a population that is vulnerable to COVID-19 or leery of the risks. Districts need to project what their situation will be for available drivers and plan accordingly.

### Whole Child Supports

Schools need to consider students' social and emotional (SEL) needs. Students are experiencing COVID-19 differently. Many are going through significant trauma because of school closures, potentially losing friends and family members and experiencing the insecurity created from parents losing jobs. SEL and trauma supports will be crucial not only during this period of remote learning but also in the next

academic years. It is also important, however, to avoid stereotypes or stigmas and assess students as individuals with targeted support accordingly.

**SEL Supports.** All students need supportive relationships and nurturing learning environments, particularly students facing additional stress. Educating the “whole child” is not a single set of courses, policies, or activities, but rather a mindset that should inform both school reopening plans and the support students receive.<sup>22</sup> Schools should consider a needs assessment to understand the full range of student and faculty needs. Meeting those needs is not the school's sole responsibility, but rather a shared responsibility among community partners including community health providers, food banks, counseling, and other resource providers.

- Schools will need to adopt SEL practices to better support the wide range of student needs. In particular, this means working with national organizations to provide the expertise and support for schools and systems to do this well.
- Sports and extracurricular activities represent a crucial component of SEL for many students, and there are questions about when these activities can be responsibly resumed. There is a crucial role for private organizations such as state athletic associations, the National Honors Society, debate and forensics leagues, and similar organizations to work with states to determine appropriate timelines and explore possible accommodations that might promote an expedited restart.

**Mental Health Supports.** The isolation brought about by social distancing can exacerbate children's depression and anxiety.<sup>23</sup> As students return, schools must have counseling support to address the numerous causes of trauma that result from the deaths of friends and family members, economic hardship from a parent losing his or her job, or abuse, violence, or neglect. The isolation brought about by social

distancing can also exasperate children's depression and anxiety.<sup>24</sup>

- Policymakers and school leaders should assess the need for additional counselors, social workers, school psychologists, and nurses. They should explore whether there are better opportunities to deploy staff, temporarily draw support from community organizations, partner with other community-based organizations, or sketch extraordinary 2021 funding demands for state and federal appropriators.
- Schools should take advantage of the new federal regulatory flexibility for telemedicine to quickly expand access to counseling services using online and videoconferencing systems.

### School Personnel

Many educators may be vulnerable to COVID-19, raising questions about how to protect them, whether they will be able to work in schools next year, and how to respond to any resultant personnel shortages. Meanwhile, districts and teachers unions should work together to revisit aspects of their labor agreements to help schools adapt to social distancing and to ensure that vulnerable teachers can work safely and productively. As school budgets, responsibilities, and models evolve, schools and districts must be prepared to evaluate their staffing needs.

**COVID-19 Susceptible Personnel.** With vulnerable personnel, those over age 55 are the most at risk from COVID-19.<sup>25</sup> This would suggest that an estimated 18 percent of teachers and 27 percent of principals are considered vulnerable. States should explore possibilities to offer early retirement or reassign at-risk staff.

- States and schools should consider early retirement incentives that align with individuals susceptible to COVID-19 based on age and adjust years of service requirements for retiree health insurance.

- States should also consider how expedited credentialing, nontraditional classroom configurations, and relaxed class-size requirements might help address potential staffing shortages due to the many teachers currently at risk who might not be able to enter classrooms this fall.
- States and schools should also explore reassigning teachers who are uncomfortable dealing with the new teaching practices required, including online instruction.

**Teacher Certification Requirements.** If vulnerable teachers cannot come to school to teach, schools will need to find other teachers who can quickly step in. Two workable strategies are to relax interstate licensure requirements and expedite certification for teachers whose training was interrupted this spring.

- States should make it easier for schools to recruit teachers from across state borders. This strategy was employed by several states with health professionals to help surge capacity at hospitals. States should start immediately to appropriately revise their reciprocity requirements for teachers with out-of-state certifications.
- States should consider taking a page from how many of them handled medical students late in their training, issuing would-be graduates in good standing with expedited or provisional credentials. This would allow districts to hire these individuals if needed. Meanwhile, states can require individuals to pursue full certification and can revoke provisional certifications where appropriate.

**Collective Bargaining Agreements.** Whatever one thinks of collective bargaining agreements in ordinary circumstances, contractual constraints on class sizes, schedules, staff work hours, and more could make it difficult for schools to adapt in response to social distancing requirements—compromising their ability to educate students and potentially putting vulnerable educators' lives at risk.

- National unions can provide clear and necessary guidance to their local chapters to help expedite negotiations. Obviously, it might be problematic for unions to contemplate waiving some contractual language for the coming school year. On the other hand, part of the agreement should be creating off-contract roles and duties (such as remote educator or homework coach) that would allow districts to create appropriate roles for at-risk staff.
- Governors would do well to bring district leaders and employee representatives together to develop statewide frameworks for creating flexibility around staffing and labor issues.<sup>26</sup> Given the urgency, such conversations should be well underway by mid-June.
- Changes ought not necessarily involve expanded or reduced total work hours or requirements, but they would likely involve heightened flexibility for the 2020–21 academic year.<sup>27</sup>

**Staffing Challenges.** As budgets, responsibilities, and models evolve over the next 18 months, schools and districts must be prepared to evaluate their staffing needs. Districts and schools are currently wrestling with chaotic budget projections, uncertainty with operations, and questions about how they will be using staff in 2020–21. This suggests a need to start planning now for possible changes in staffing that could include early retirements or reassignments. Leaders need to plan for adding staff in certain roles (such as janitorial services or remote learning), while there may need to be reductions in other positions. Certainly, the dire budget projections suggest that all schools and systems should be planning for potential layoffs, reduced hours, or other cost-saving adjustments.

- Districts and schools should revisit staffing projections with an eye to identifying opportunities for cost-saving measures, such as early retirement, depending on what happens in the budget.

Some early retirements for staff susceptible to COVID-19 might also be part of this estimate.

- Given that about 80 percent of school outlays are for compensation for staff, it will be essential for cash-strapped districts to explore all avenues of relief—which includes the potential for new federal and state aid—and cost-saving measures.
- This is a good time for unions and districts to collaborate on addressing staff health needs, recognizing the fluidity of the situation, and exploring scenarios that are both budget-conscious and responsive to teachers' and students' needs. Given the need to rethink certain staffing and jobs, it makes this a particularly opportune time for philanthropy to partner with select teachers unions and districts to reflect budget-conscious models.

### Academics

Disrupting the school year has created broad academic challenges for students, particularly those most vulnerable before the crisis occurred. Schools will need to differentiate instructional strategies to meet students where they are. This means addressing schedules and instructional time, diagnostics, curriculum, and accountability. Schools should prepare for possible intermittent closures next year and plan for continuity of learning. States will need to consider potential assessment challenges, including the implications for traditional accountability measures.

**Continuity of Learning.** If another wave of COVID-19 sweeps through a community, schools may once again be closed and have to return to remote learning. Schools will need to support teachers with managing class assignments, content, and assessments delivered remotely. This will include providing backup support for teachers who are themselves caring for kids or elderly parents or who are sick themselves and cannot be as attentive to their jobs as others can.

- School leaders should engage their curriculum providers to identify the best way to use the publisher’s material to identify student learning gaps, how their materials can be used in different ways (e.g., in-classroom instruction, remote learning, and hybrid learning), and how the provider can help give professional development for teachers in each modality.
- Schools will need to consider printed resources and materials that students can take home.
- Students with special needs and English language learners will need accommodations and additional support. Those must be planned for now to ensure every student can be served in the event of additional closures. And teachers must receive needed professional development to ensure they can carry out these responsibilities.
- Schools routinely employ drills to test procedures for fires, tornadoes, and active shooters; a similar approach should be considered to test remote learning systems and procedures before they are needed.

**Schedules and Learning Time.** Based on preliminary health guidance, schools will not be able to reopen in ways that fill classrooms with students or create crowded hallways. Instead, districts will need to take into account how schedules affect the types of personal interactions that occur daily—whether in classroom seating or passing through hallways—and redesign them so students and staff can meet health protocols.

- Schools may need to consider having students attend on alternate days or adopting a half-day model in which half the students attend in the morning and half in the afternoon.
- Schools may need to extend the school day or school year to give students more instructional time. Distance learning also provides the

opportunity to extend the learning day with both in-classroom work and at-home learning.

- In some cases, summer is an opportunity to provide intensive summer school. In others, community partners may provide enrichment activities for students, while districts focus on their planning, preparations, and professional development for back to school.
- State policymakers might consider providing the flexibility for schools to base student progression on demonstrated mastery of competencies, rather than on seat time.

**Assessing Student Needs.** Schools would be opening this fall after most students were out of a brick-and-mortar school for more than five months. The first priority will be getting students reintegrated into school. Districts and schools need to consider the variety of diagnostics assessments that can be used for understanding where each student is academically and each child’s SEL needs. They will need to identify the most vulnerable students (homeless students, students with disabilities, English language learners, and students directly affected by COVID-19 through a family death or hospitalization) to prioritize their needs.

- States, districts, and schools should consider screening students to assess their social, emotional, and mental health after such a prolonged period of isolation.
- States and districts might consider working with their assessment providers to repurpose the spring assessments into diagnostic assessments for back to school.
- States and districts might also use this as an opportunity to pilot new assessments that provide relevant, actionable diagnostic information to teachers and parents.

**Assessments and Accountability.** The loss of the 2020 spring assessments severely curtails our

understanding of student progress and needs, particularly across different student groups including race, gender, poverty, English language ability, and special needs. Assessment data are also crucial for informing school interventions, improving instructional practices, and targeting resources to the schools and students who need the most help.

- States should commit now to administering their 2021 assessments in the spring and work with the research community to explore the best methodologies for measuring student growth given the missing year of data.<sup>28</sup> They should also consider opportunities to experiment with new assessment and accountability models such as competency-based learning or through course assessments.
- Schools should work with their teachers to determine how best to use assessment and growth data as part of their evaluation frameworks, which for some teachers is crucial for career advancement.
- States should determine what constitutes attendance and a statutory school day in the context of remote learning and begin to assess how possibly reducing the total number of in-person class days or instructional hours might change how assessments are used in the schoolhouse. As accountability in many states and districts now includes attendance, state and district leaders will need to determine if adjustments in attendance policies should be made during the period transitioning back to school.

### Distance Learning

Technology will never replace an engaged classroom teacher, but it can support instruction—and remote learning can be a lot better than nothing at all. The sudden shift to remote learning in the spring revealed

the stark challenges students faced if they could not connect to the online content or video conferences with their teachers. The coming months provide an opportunity to assess what worked and did not work with remote learning, address home connectivity gaps, and provide teachers the training they need to succeed next year.

**Home Connectivity.** Regarding home connectivity, remote learning works only if students can access the content and instruction. A series of measures are necessary to ensure that students can learn remotely if schools employ a “hybrid” (part in-school, part at-home) model or have to transition back to complete distance learning at any point next year.

- By the beginning of the school year, all students should have the device and connectivity they need to access learning at home, particularly among low-income and rural students.<sup>29</sup>
- Schools will need to have devices and mobile hot spots for students to take home in the event of remote learning. Schools will also need to consider ways of providing technical support in remote learning contexts, including providing just-in-time support for teachers.

**Professional Development.** This spring, millions of teachers who have never taught remotely have been suddenly forced into duty as online educators. States and districts need to devise strategies to dramatically improve the quantity and quality of online teaching if it proves necessary, either as part of a hybrid delivery model or during rolling closures next fall.

- Professional development should be tailored to the tools, services, and content districts use.
- Teacher evaluations and improvement strategies (including observation, feedback, and coaching) should consider the need to deliver online instruction and be modified accordingly.

### The Path Forward

This report provides an initial outline of the broad issues leaders will need to consider as they plan for reopening schools. Guidance will evolve as we learn more about COVID-19, lessons from other countries that reopen their schools, and the lived experience of children and teachers. As of the publishing of this report, there are only five months until the beginning of the 2020–21 school year. Leaders will need to make the most of those months to be prepared for the challenges that lie ahead.

Given that most schools will remain closed for the remainder of the academic year, school leaders will need to focus on reviewing and improving the emergency measures they have taken. To inform future efforts, remote learning and meal distribution systems can be assessed to identify what did and did not work. This is the time to conduct school and community needs assessments to identify gaps and provide the baseline for planning efforts.

The summer offers the chance to not only prepare for the coming school year, with intensive professional development for teachers and a more holistic review of curriculum and instructional resources, but also “super charge” various interventions that can help mitigate the expected learning loss students may face.

Back to school presents its own challenges and uncertainties with everything from sporting events to academics. Leaders must embrace the uncertainty and prepare plans for the contingencies that may be needed if school is disrupted due to school closures or other accommodations required by public health officials. It will not be acceptable for schools to say that because they could not provide education to all students, they cannot serve any student. These five months give schools the chance to prepare the plans for serving students with special needs and those for whom online instruction is not an option.

Most importantly, the planning for reopening schools creates the opportunity to renew a shared commitment to improving outcomes for all students. We should not try to return to “normal,” but rather strive for something better. Even when schools were

operating normally before COVID-19, many students were not being served well. COVID-19 exposed too many of the inequities that we have either overlooked or ignored for too long. Rising up to meet this challenge requires the whole community, not just school leaders.

Adapting to the challenges of COVID-19 gives America’s schools the opportunity to provide what is uniquely possible in the schoolhouse while seeking new ways to fully use technology and community partnerships. We understand the enormity of these burdens. This is a moment when all of us—educators, families, and communities—must find ways to ensure that children get back the schools and connections so important to their young lives. When schools get the green light to go, they must be ready. That work starts now.

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# Notes

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