Housekeeping

At the end of the presentation, we will have a **Question and Answer** segment where we will try our best to answer all of your questions.

Please type your questions into the **Questions tab** of your Go To Webinar dashboard.

This is located on the **side of your screen**.

If you don't see the Webinar dashboard, it may be collapsed. Look for an **orange arrow** in the top right corner of your screen, click on that arrow and it will expand the dashboard.

Today's Presenters

- **Heather Hough,** Executive Director, Policy Analysis for California Education, Stanford University
- **Kelsey Krausen,** Senior Engagement Manager, WestEd
- **Jeff Harris,** Superintendent, Del Norte County USD
- **Dr. John Puglisi,** Superintendent, Rio SD
- **Robert Garcia,** Trustee, Jurupa USD
- **David Rivera,** Assistant Superintendent of Business Services, Orange USD
- **Paul Wallace,** Trustee, Newman-Crows Landing USD

- Moderator:
  - **Mary Briggs**, Director, Research and Education Policy Development, California School Boards Association

Heather Hough

**Executive Director
Policy Analysis for California Education
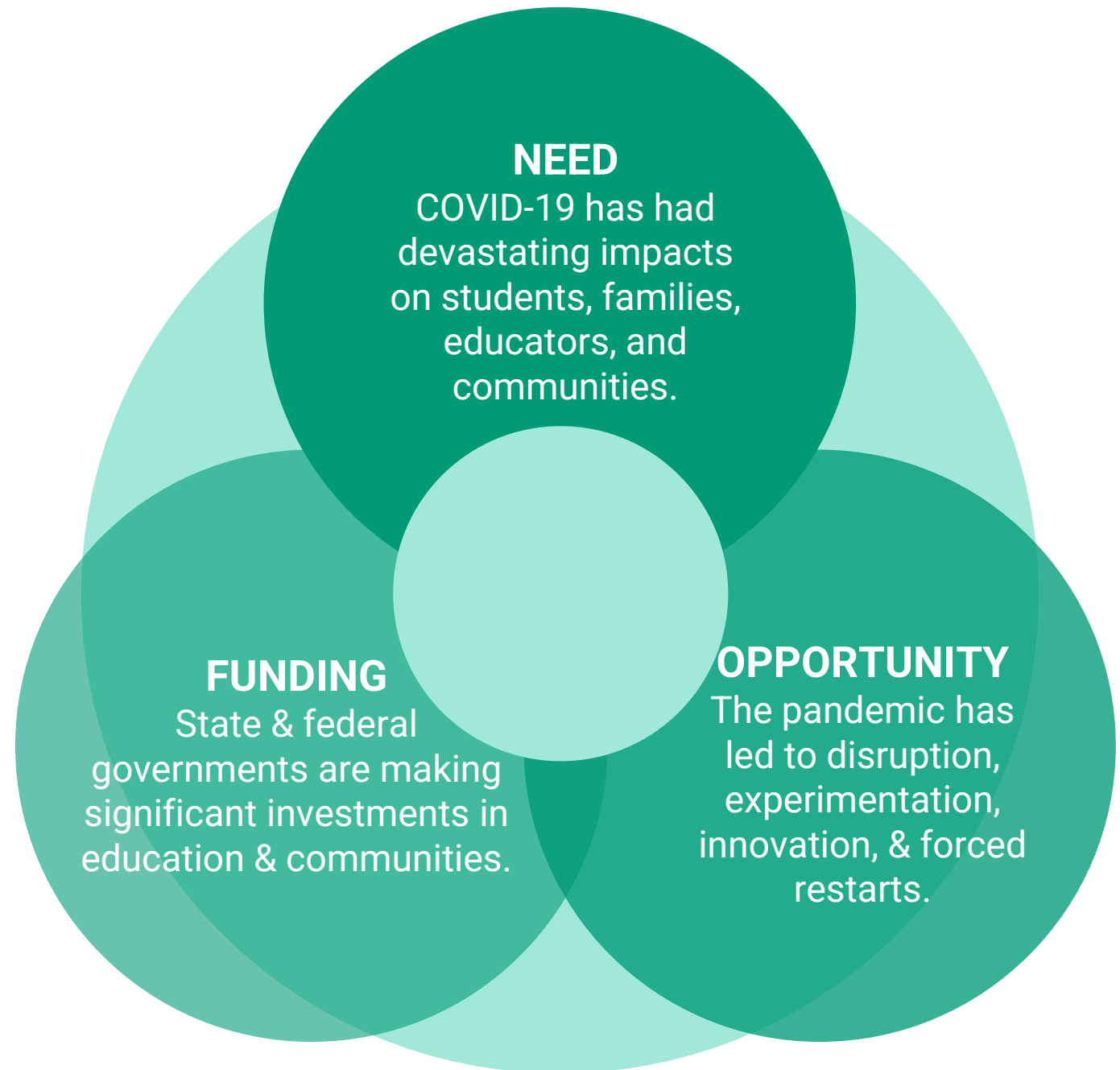Stanford University**

Necessary Actions for Educational Recovery in California's Schools

Meeting Students Needs *Now* and Laying the Groundwork for Longer-term Transformation

PACE

Policy Analysis for California Education

1. Act now to address critical needs
2. Lay the ground work for longer-term transformation

NEED
COVID-19 has had devastating impacts on students, families, educators, and communities.

FUNDING
State & federal governments are making significant investments in education & communities.

OPPORTUNITY
The pandemic has led to disruption, experimentation, innovation, & forced restarts.

Prioritize 5 key equity actions

By redesigning schools to be restorative places—places where students feel safe, known, supported, and fully engaged in learning—we can accelerate student learning and lay the groundwork for long-term and systemic transformation.

1. Center Relationships	2. Address Whole Child Needs	3. Strengthen Staffing & Partnerships	4. Make Teaching & Learning Relevant & Rigorous	5. Empower Teams to Reimagine & Rebuild Systems
Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.	Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.	Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.	Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.	Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.

Top priority: A Restorative Restart

Within the 5 restorative practices, there are specific evidence-based actions district and school leaders and staff can undertake during the **first 6 weeks of school** to ensure a **restorative restart** for students. These should continue in the months and years to follow.

First 6 weeks of school year

Use this as a restorative restart period. Focus on making sure students & educators feel safe, known, supported, and fully engaged in learning.

→

The months and years that follow

Once these restorative practices have begun, education leaders—along with school staff, families, students, and other community stakeholders—must sustain and take further action to transform their schools and systems for equity, permanently.

Getting specific on learning recovery: Assess student needs

Tier III - intensive
Tier II - targeted
Tier I - core
Multi-Tiered System of Supports
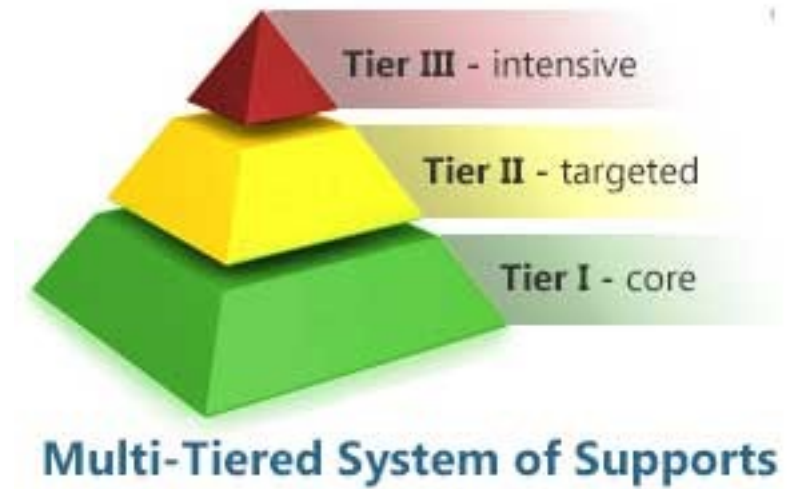
In the first weeks of the 2021-22 academic year, every school should:
- Conduct regular student wellness screenings
- Utilize interim or diagnostic assessments to determine current learning needs
- Review prior year data on attendance, engagement, and grades
- Discuss student needs and assets with parents, caregivers, and former teachers

Important considerations:
- Schools/districts should only collect data that is going to used to better support students
- Teachers, school leaders, and district administrators need different kinds of data to make decisions
- Staff may need training and support in reviewing and acting upon data and maintaining an "improvement mindset"

Getting specific on learning recovery: Provide targeted supports

Every school should plan now to offer:

- High dosage tutoring and mentoring that are available more than once per week and in which students develop meaningful relationships
- Mental health and counseling
- Expanded learning opportunities, including during summer and out-of-school time, that are hands on; fun and engaging; student centered; and complementary to classroom learning
- Tiered re-engagement supports

Important considerations:

- Partnering with community-based organizations is critical for implementing these programs
- High school & college-age youth, family & community members can be brought into schools to serve as liaisons, mentors, & tutors
- Community roles will require training, but may be easier to staff than highly specialized positions
- Districts facing local staffing challenges might consider remote solutions

Getting specific on learning recovery: Offer engaging, grade-level content in every classroom

Every school should plan now to:
- Advance racial equity in curriculum and teaching
- Offer students choice and voice in their learning, with lots of opportunities for feedback and collaboration
- Focus on priority standards and lessons to support student learning - accelerate rather than remediate

Important considerations for effective staff development:
- Invest in ongoing and embedded professional development
- Increase time for professional development and teacher collaboration in the workday
- Invest in developing depth of local expertise
- Balance tight and loose professional development priorities

The 4Ts: Investing in a Restorative Restart

Dedicating TIME for transformation

- ❏ Designate a restorative restart period, up to 6 weeks, at the beginning of the school year
- ❏ Create restorative restart and transformation teams and make sure they have protected time to meet throughout the year
- ❏ Dedicate paid planning and collaboration time as part of the school schedule
- ❏ Pay teachers and staff for activities that go beyond traditional responsibilities (tutoring, family outreach, professional development)

Recruiting and hiring TALENT

- ❏ Pay high school & college-age youth, family & community members to be multilingual and multicultural liaisons, mentors, & tutors
- ❏ Hire more counselors, social workers, and mental health care specialists
- ❏ Staff up to offer expanded summer and out-of-school time opportunities
- ❏ Partner with community-based partners who can extend the capacity of the district

TRAINING educators and staff

- ❏ Support paid professional learning time, including content specific to trauma-informed, healing-centered restorative justice culturally responsive, antiracist teaching, relationship-centered, family engagement, and other whole child practices grounded in the science of learning and development
- ❏ Plan retreats and other team-building activities to strengthen relationships among staff
- ❏ Ensure there is expertise within the district to provide coaching and support

Planning for and purchasing TECHNOLOGY, supplies, and materials

- ❏ Purchase devices and expand connectivity for students in hybrid or distance learning
- ❏ Purchase instructional technology and tools, including formative and diagnostic assessments and online learning programs
- ❏ Create or purchase student, staff, and parent survey instruments
- ❏ Purchase culturally relevant books for school libraries
- ❏ Purchase play equipment for recess & outdoor education, art supplies, & other materials to support whole child engagement
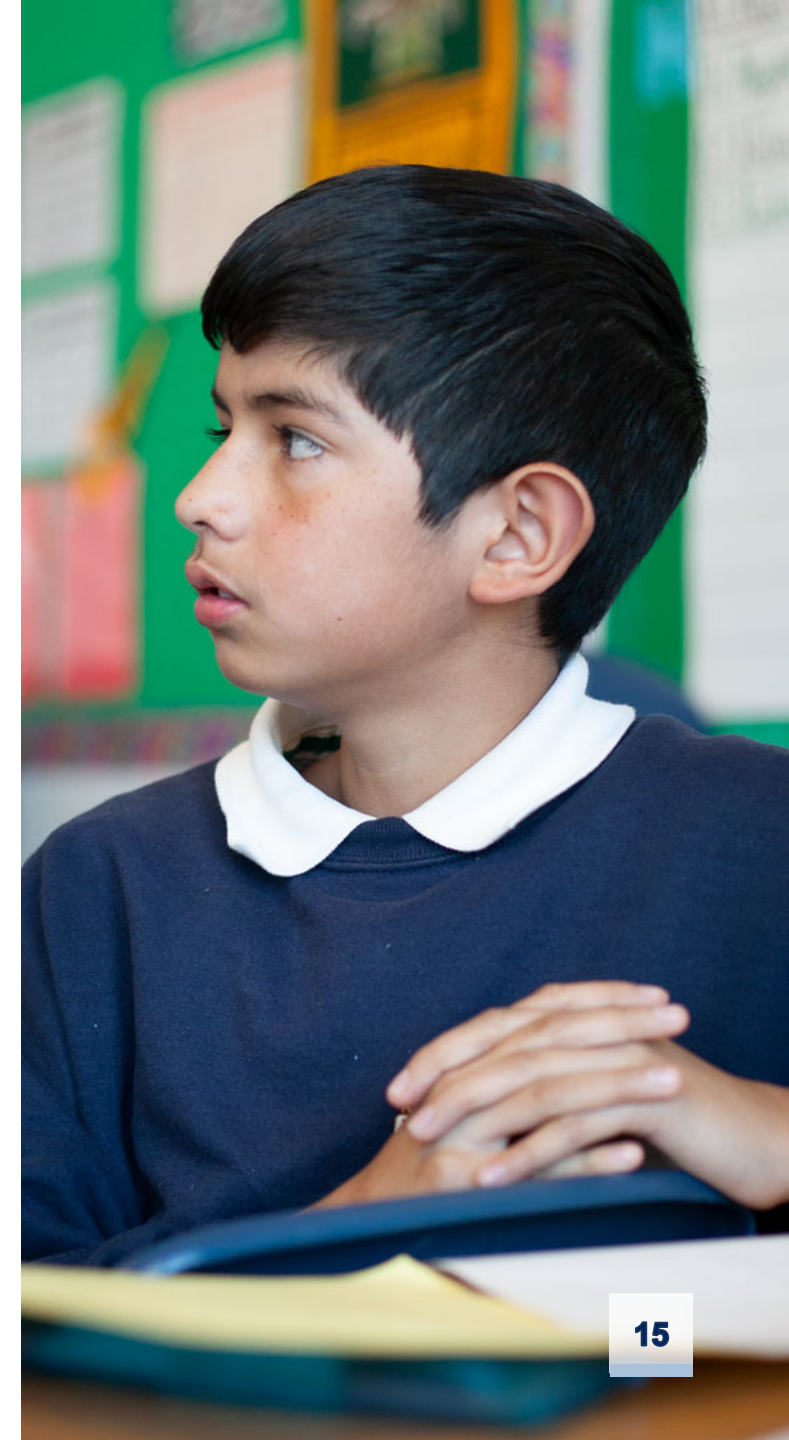
Kelsey Krausen

**Senior Engagement Manager
WestEd**

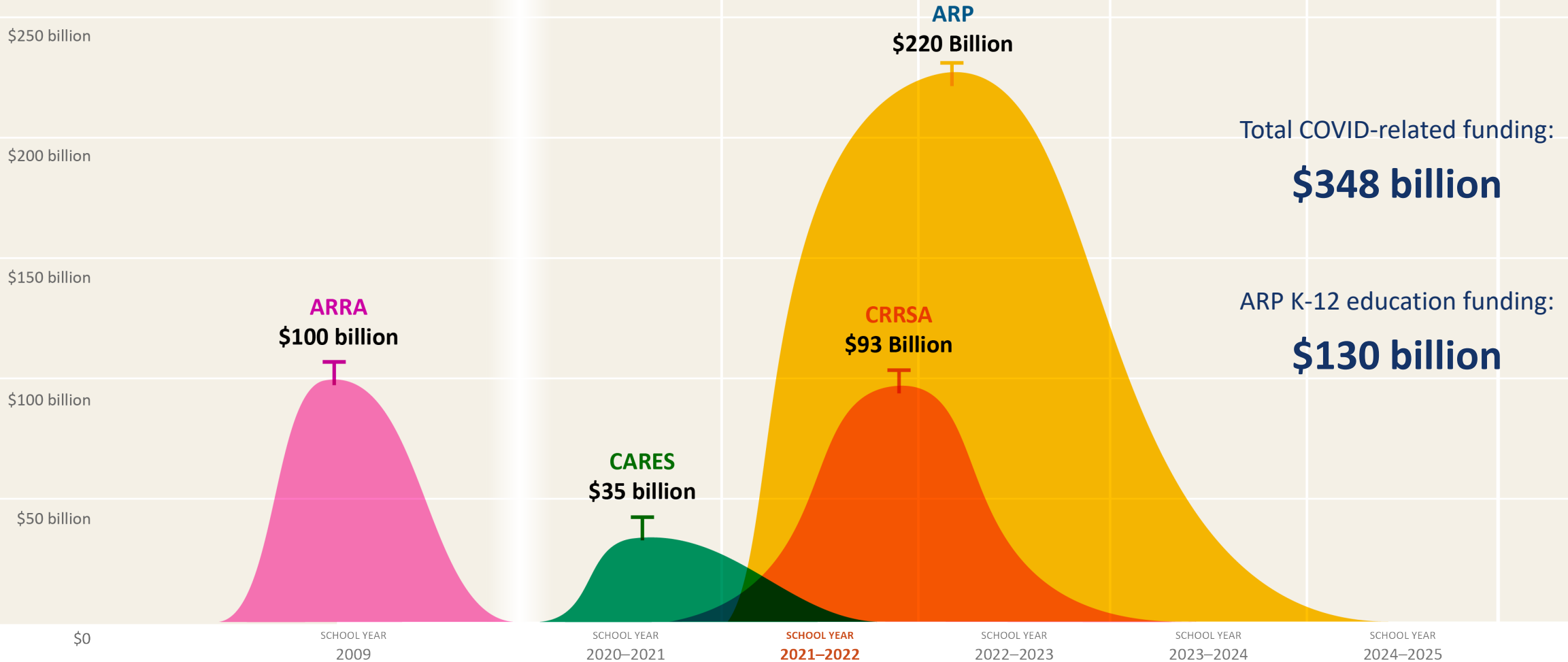# Leveraging Education Resources to Accelerate Learning in Response to COVID-19

kkrausen@wested.org

Topics

- Once in a lifetime federal investment in education

- Opportunities and challenges

- Potential strategies

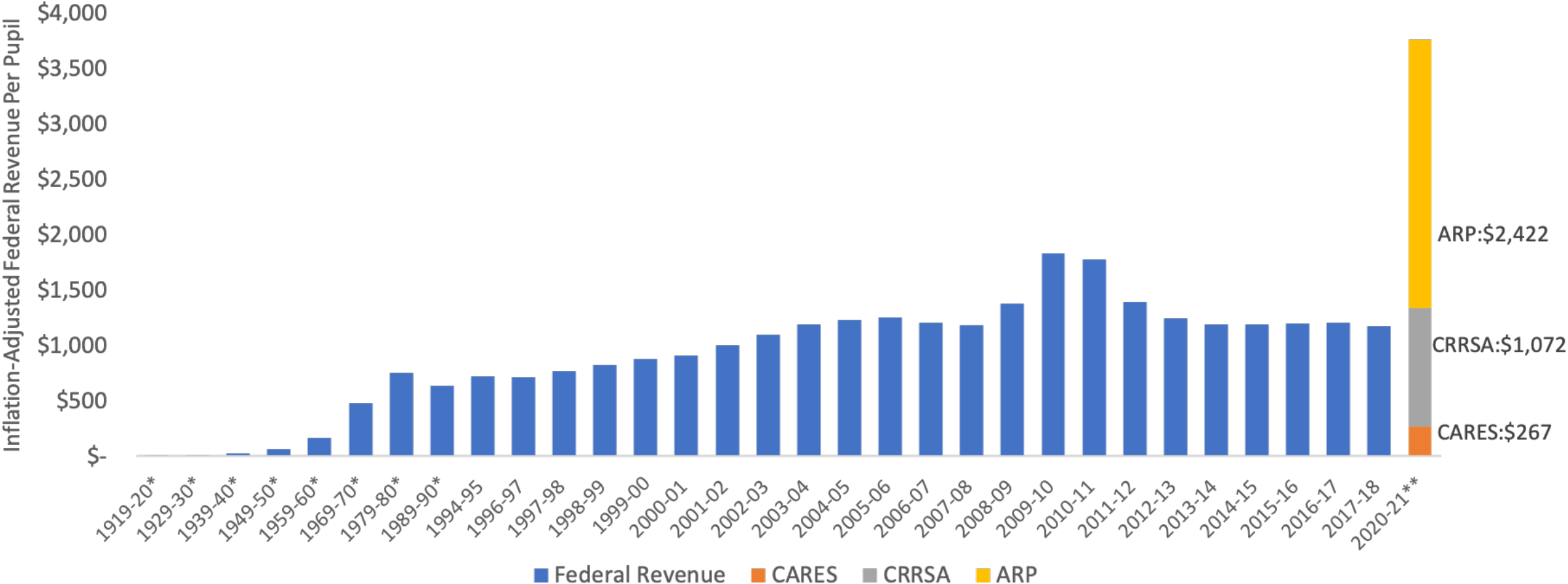# An Unparalleled Investment in Education and Child Care

ARP
$220 Billion

Total COVID-related funding:
$348 billion

ARP K-12 education funding:
$130 billion

ARRA
$100 billion

CRRSA
$93 Billion

CARES
$35 billion

$250 billion

$200 billion

$150 billion

$100 billion

$50 billion

$0

SCHOOL YEAR
2009

SCHOOL YEAR
2020–2021

SCHOOL YEAR
2021–2022

SCHOOL YEAR
2022–2023

SCHOOL YEAR
2023–2024

SCHOOL YEAR
2024–2025

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Biggest federal public investment in our lifetime

Chart: Inflation-Adjusted Federal Revenue Per Pupil by year, showing Federal Revenue (blue), CARES (orange), CRRSA (gray), and ARP (yellow).

Years on x-axis: 1919-20*, 1929-30*, 1939-40*, 1949-50*, 1959-60*, 1969-70*, 1979-80*, 1989-90*, 1994-95, 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2020-21**

2020-21** bar labels:
- ARP: $2,422
- CRRSA: $1,072
- CARES: $267

Legend: Federal Revenue | CARES | CRRSA | ARP

*. The NCES data table used to generate this chart only contains data for selected decades until 1989-90.
** CARES, CRRSA, and ARP ESSER Funds are one-time funds.

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17
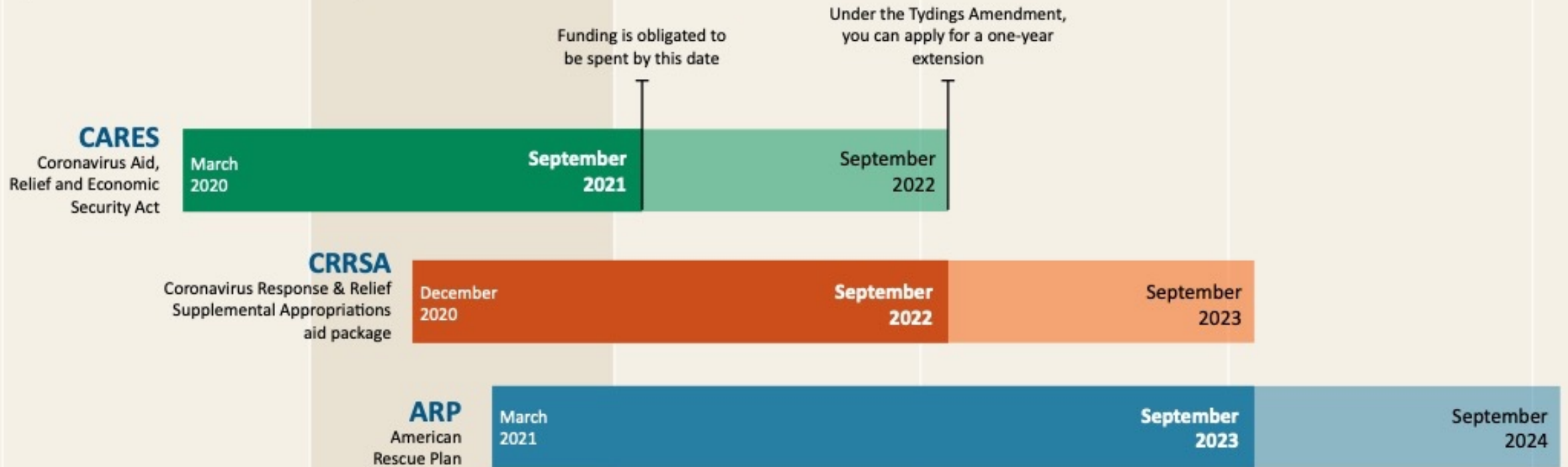
California LEAs will receive over $28 billion in state and federal one-time funding

In addition to federal funding, California passed AB 86 ($2B to support in-person instruction) and ($4.6B for learning recovery; must be spent by August 31, 2022):

- Expanded learning
- Learning supports
- Integrated pupil supports
- Community learning hubs
- Support to help credit deficient pupils graduate
- Additional academic services
- Training for school staff

Opportunities and Challenges

- The needs in the system are great

- Short-term interventions and longer-term structural improvements are needed

- Plans are due soon, but there's flexibility to adjust your plans in the future

- One-time funding can create a fiscal cliff if used for ongoing spending with no end date

- The economic forecast is uncertain

"

We are so anxious to get back to normal that we have forgotten that <u>normal wasn't good enough</u> for our lowest-performing students.

Potential Strategies

Streamline the Planning Process

- **To the degree possible, streamline the creation of these plans, e.g., by:**
  - making sure that staff in charge of each plan are working together.
  - if appropriate and allowed, using the same stakeholder engagement sessions to inform both plans.
- **Align investment plans with existing improvement efforts.**
- **Ensure the the rationale for your LEA's investments and strategies are grounded in data.**

"Ramp Up, Ramp Down"
Unpacking Time and Sequence of Fund Use

- **Ramp Up:** Assess needs, construct plan, make initial allocations

- **Ramp Down:** Measure capacity increase, follow wind-down plan

ARP
$132.6 Billion
$2,628 per student
5.6x more than CARES

CRRSA
$54.3 Billion
$1,118 per student
2.6x more than CARES

CARES
$18 Billion
$318 per student above base

SCHOOL YEAR
2020–2021

SCHOOL YEAR
2021–2022

SCHOOL YEAR
2022–2023

SCHOOL YEAR
2023–2024
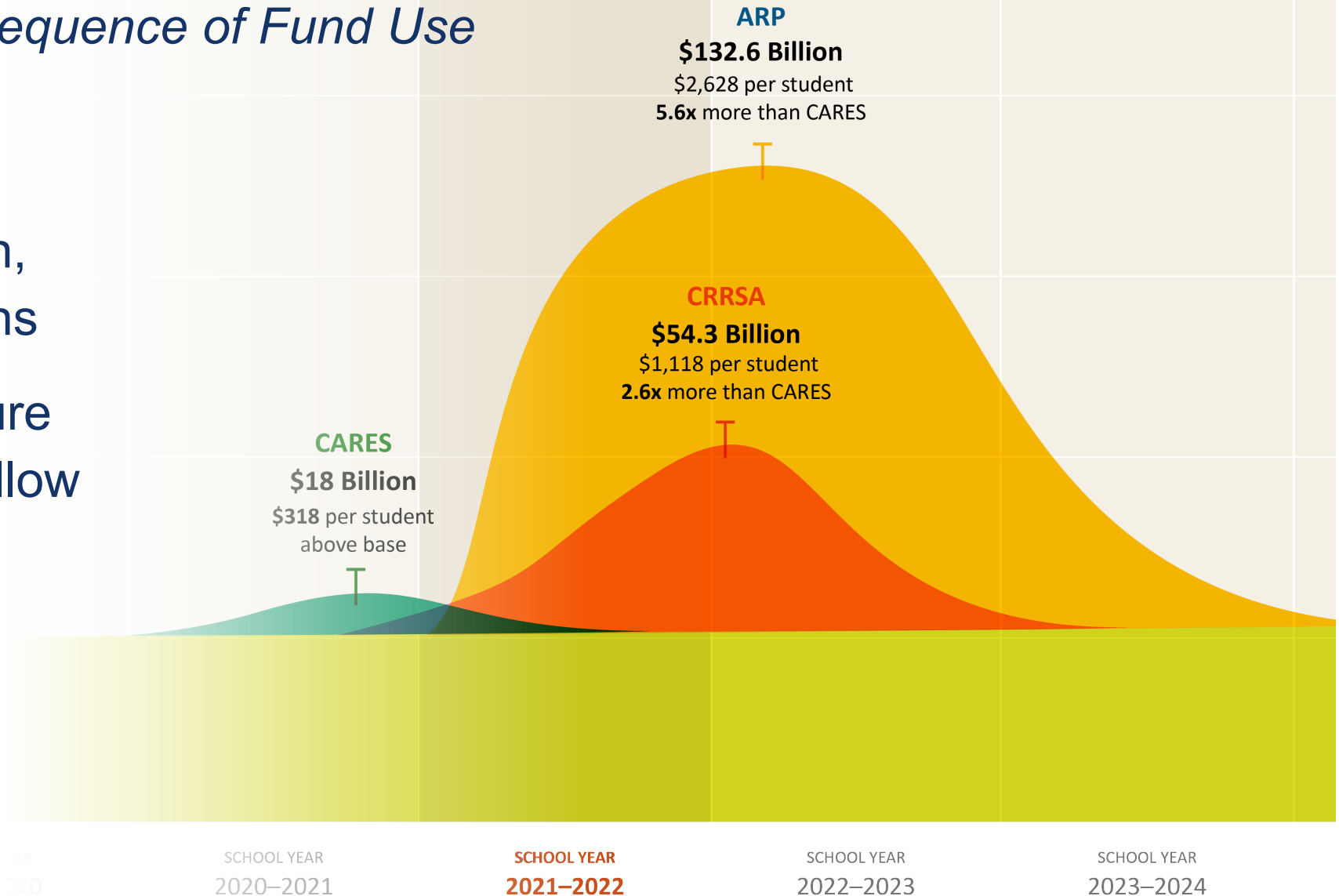
Focus on Moving the Big Rocks

- Making up for lost instructional time
- Providing enrichment and emotional support
- Expanding technology capabilities
- Building new and safer facilities
- Improving special education services

Funds for local post-COVID recovery are drawn through many different sources.

Federal
UNITED STATES

State
CALIFORNIA

Local
FRESNO COUNTY

DEPARTMENT OF
Education

DEPARTMENT OF
Health & Human Services

DEPARTMENT OF
Agriculture

DEPARTMENT OF
Education

DEPARTMENT OF
Social Services

DEPARTMENT OF
Healthcare Services

DEPARTMENT OF
Public Health

Colleges
(UC, CSU, COMMUNITY COLLEGES)

School District Partners

Schools Superintendent

First 5 Fresno / ECE Providers

DEPARTMENT OF
Behavioral Health

DEPARTMENT OF
Public Health

DEPARTMENT OF
Social Services

DEPARTMENT OF
Local Government

Public Colleges & Universities

National Lunch Program

ESSER II Formula

ESSER II Set-aside

CCDBG Funds

CRF Funds

CRF Funds

CRF Funds

CRF Funds

HEER Funds

Fresno County
Cradle to Career

Has been able to provide pandemic support including Food Distribution, Early Childhood Education, and Community Public Health Supports (Testing, Contact Tracing, Education) through funding from multiple sources.

Sources: U.S. Government. *USAspending.gov;* Fresno Cradle to Career. *Meeting the Moment.*
https://fresnoc2c.org/files/2021-02/C2C-2020-Meeting TheMoment.pdf

ESSER — Elementary and Secondary School Emergency Relief Fund
CCDBG — Child Care & Development Block Grant (via the CARES act)
CRF — Coronavirus Relief Funds (via the CARES act)
HEER — Higher Education Emergency Relief Fund (via the CARES act)

Use of One-Time Funds

Use of one-time funds for staff (adapting the Cardinal Rule of school finance)

- Recruit retiring/aspiring teachers for OST tutoring

- Microgrants to community organizations

Planning for sustainability in the use of one-time funds

- Infrastructure investments

- Early interventions

- Invest in capacity building

- Build partnerships with other local child-serving agencies

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Communicate the Importance and Value of these Funds

- Measure, document, and disseminate the good use of taxpayer resources

Dave Rivera

Assistant Superintendent, Business Services
Orange USD / Orange CDE
26,367 ADA

Dave Rivera
Assistant Superintendent, Business Services
Orange USD / Orange CDE
26,367 ADA

Expanded Learning Opportunities

1. Extending Instructional Learning
2. Accelerating Progress to Close Learning Gaps
3. Integrate Student Supports to Address Other Barriers to Learning
4. Community Learning Hubs for Access to Technology
5. Support for Credit Deficient Students
6. Additional Academic Services for Students
7. Training for School Staff on Strateg**ies**

Tips for successful initiatives

1. Prioritize Your Needs
   - Based on Student Data
   - Demographic Information
   - Facility Needs and Capacity
   - Alignment with LCAP and Strategic Plans
   - Effective Cabinet and Extended Cabinet Meetings
2. Collaborate with Community, Business and Employee Group Partners
3. Reconcile Budgets
4. Identify Necessary PD for Staff

Dr. John Puglisi

Superintendent
Rio SD
5200+ Students enrolled

Expanded Learning Opportunities

1. <u>Literacy Support Team</u>
2. Summer Academies
3. Summer Literacy Support
4. Summer Reading Initiatives
5. Connect, Learn, Grows

Tips for successful initiatives

- Connect, Engage to learn, Improve Learning
- Flexibility
- Innovation
- Human-Computer-Human Dynamics
  - Building Relationships with
  - Children as Learners and Readers

Paul Wallace

Trustee
Newman-Crows Landing USD
3,200 ADA

About Newman-Crows Landing USD:
4 Elementary sites, 1 Middle School, 1 High School, 1 Alt Ed campus
About 80% Unduplicated, English Language Learners, Socio Economically Disadvantaged

Expanded Learning Opportunities

- Adding Staff
- Certificated Teachers
- Tutoring after School
- Intervention Specialist
- Reduce SDC Class Size
- Classified staff hours
- Mental Health Support
  - Trauma Informed Skills
- Parent Outreach
- Additional Clinicians
- Late Bus
- New Programs
- Professional Development
- Summer Camps

Tips for successful initiatives

- Let LCAP Guide
- Individualized
- Math and Writing
- Student Support First
- Honor Your Staff
- Systemic Student Needs

Robert Garcia

Trustee
Jurupa USD
18,613 ADA

Robert Garcia
Trustee
Jurupa USD

Expanded Learning Opportunities

- Technology

- Professional Development

- Relationships

- LEAP (Learning Engages All Possibilities)

Jeff Harris

**Superintendent
Del Norte County USD
3,300 ADA (USD)
4,300 ADA (COE)**

Jeff Harris
Superintendent
Del Norte COE & Del Norte USD
4,300 ADA

Expanded Learning Opportunities

- Expansion of counseling
- Increase after school programs
- Summer of Fun- highly engaging academic program
- Training students, families, and staff in SEL
- Attendance Supports
- Addressing class sizes and combination classes
- Reading support and intervention for 3-6
- Credit Recovery & Acceleration
- Flexing learning opportunities

Tips for successful initiatives

- Create coordinating, coherent plans
- Focus on building relationships
- Budget appropriately- coordinate funds
- Ensure opportunities for intervention and acceleration
- Incorporate social emotional learning
- Make programs high interest
- Extend the day, as possible
- Think sustainability
- Use this as an opportunity to rethink systems

Questions?

Learn more

youtube.com/csbavideo

csba.org/summerlearning

Thank you

Additional Resources

Literacy Support Team

Re-engagement Resources

PACE

Topics   Initiatives   Publications

A Tiered Approach to Ensuring Students are Present, Engaged, and Supported in the 2020–21 School Year

HOME | PACE NEWSROOM | A Tiered Approach to Ensuring Students are Present, Engaged, and Supported in the 2020–21 School Year

SHARE

AUTHORS

Hedy Chang | Attendance Works
Cecelia Leong | Attendance Works

PUBLISHED: September 15, 2020

INTRODUCTION

As schools begin this fall, educators across California are examining how they can promote students showing up for class, whether instruction is offered remotely or in person. In our previous PACE commentary, we made recommendations for expanding the metrics used to monitor daily attendance and participation in distance learning. In this commentary, we make recommendations for how educators can respond to student attendance data to ensure students get the support they need to be present and engaged in learning.

ABSENCES SIGNAL THE NEED FOR ADDITIONAL SUPPORTS

When students miss school, it is a sign that positive conditions of learning (physical and emotional health and safety, a sense of belonging, an affirming environment, connection and support, academic challenge and engagement, and adults

RELATED INITIATIVE
COVID-19 Recovery

RELATED TOPICS
Supporting students' social-emotional, mental & physical health

Understanding, measuring & improving student outcomes

RELATED PUBLICATIONS
Supporting Learning in the COVID-19 Context

Approaches to Reducing Chronic

www.reimaginecaschools.org

Reimagine and Rebuild

Restarting School with Equity at the Center

This brief was developed by California-based family and student engagement organizations, associations representing educators and system leaders, research institutes, and civil rights and equity groups. The recommendations arise from the evidence that has collectively emerged from focus groups with educators, parents, and students; polls and surveys of stakeholders; a deep review of the literature; and original research conducted on COVID-19's impact on schools and students.

Advancement Project California • Association for California School Administrators • Attendance Works • California Association of African-American Superintendents & Administrators • California Collaborative for Educational Excellence • California Collaborative on District Reform • California Partnership for the Future of Learning • California State PTA • California School Boards Association • California Teachers Association • Californians for Justice • Californians Together • Center to Support Excellence in Teaching, Stanford • Children Now • Coleman Advocates for Children & Youth • Community Coalition • The Education Trust–West • Faith in Action East Bay, PICO California • Families In Schools • Inland Congregations United for Change, PICO California • InnerCity Struggle • Learning Policy Institute • National Center for Urban School Transformation • National Center for Youth Law • Opportunity Institute • Orange County Congregation Community Organization, PICO California • Parent Institute for Quality Education • Parent Organization Network • Partnership for Children & Youth • PICO California • Pivot Learning • Policy Analysis for California Education • Public Advocates • Sacramento Area Congregations Together, PICO California • Teach Plus California • True North, PICO California • Turnaround for Children • UCLA Center for the Transformation of Schools • USC Rossier Center on Education Policy, Equity and Governance

APRIL 2021

Going Deeper

Watch for additional resources from partner organizations—evidence-based practices, planning guides, and other practical tools—designed to help education leaders plan for a restorative restart and build toward system transformation at www.reimaginecaschools.org.

13   Reimagine and Rebuild: Restarting School with Equity at the Center

Center relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.

Equitable Action	Sample Tools and Resources
Connect 1:1 with every family and every student	- Parent Teacher Home Visit tools and resources - National Equity Project Cultural Synchronization Questions to ask student in an informal 1:1 - National Equity Project three components of a Learning Partnership
Create dedicated time and space for relationship building and reengagement.	Turnaround for Children Strategies to Build Relationships with Students
Implement positive and restorative discipline practices.	- CASEL Developing Schoolwide Norms - Schott Foundation Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools - Center for Restorative Process ideas for circles that help build trust, positive feelings, and a sense of belonging within the classroom community

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Address whole child needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.

Equitable Action	Sample Tools and Resources
Conduct regular student wellness screenings.	• National Center on Intensive Intervention listing of screening tools it has evaluated • SAMHSA Ready, Set, Go: Screening for Behavioral Health Risk in Schools • PACE policy brief Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being
Assess student learning and review data on attendance, engagement, grades, and stakeholder perceptions about school conditions and climate.	• Pivot Learning and UnboundEd Equity Reset Toolkit, resources for creating a data-driven equitable education recovery plan • Center on Reinventing Public Education (CRPE) report Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic • California School Conditions and Climate Work Group Recommendation Framework • Attendance Works Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance
Create an action plan to meet the individualized whole-child needs of every student.	• California MTSS resources • California College Guidance Initiative

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Strengthen staffing and partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.

Equitable Action	Sample Tools and Resources
Pair students with high-dosage tutoring and mentoring.	• Annenberg Institute EdResearch for Recovery report Accelerating Student Learning with High-Dosage Tutoring
Provide mental health supports.	• California School-Based Health Alliance California Student Mental Health Implementation Guide • California School-Based Health Alliance A California Guide to Sharing Student Health and Education Information • Substance Abuse and Mental Health Services Administration (SAMHSA) School Mental Health Referral Pathways Toolkit
Offer expanded learning opportunities.	• Partnership for Children and Youth report No Longer Optional: Expanded Learning in School Reopening • Policy Analysis for California Education Expanded Learning Partnerships report and planning tool
Staff up to support student reengagement.	• Alameda County Health Care Services Agency's Center for Healthy Schools and Communities' Coordination of Services Team Guide

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Make teaching & learning relevant & rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the most essential standards in curriculum and instruction.

Equitable Action	Sample Tools and Resources
Advance racial equity in curriculum.	• EdReports on educator-reviewed curriculum materials • NYU Metro Center Culturally Responsive Curriculum Scorecards, designed to help stakeholders determine the extent to which curricula are culturally responsive • Anti-Defamation League (ADL) collection of children's and YA books about identity, diversity, bias, and social justice
Advance racial equity in teaching.	• Learning for Justice professional learning workshops • New America Culturally Responsive Teaching: A Reflection Guide • Anti-Defamation League Anti-Bias Tools & Strategies • The Education Trust–West and other California partners' A Pathway to Equitable Math Instruction, resources and guidance to support Black, LatinX, and multilingual students to thrive in grades 6–8
Offer students choice and voice in their learning.	• Learning for Justice lesson on pandemic pedagogy and teaching about race and ethnicity and bias • Students at the Center report Motivation, Engagement, and Student Voice
Focus on priority standards and lessons to support student learning.	• Teaching Lab Accelerating Learning when Students Return to School • Rennie Center Accessing Grade-Level Content Action Guide • Carnegie Corporation How to Accelerate Learning • Achieve the Core Priority Instructional Content in English Language Arts/Literacy and Mathematics

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Empower teams to reimagine & rebuild systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students and families; educators; and community partners.

Equitable Action	Sample Tools and Resources
Create restorative restart and transformation teams so that this work is systematized and continues long term.	• Transcend Education Recovery to Reinvention, a playbook of guidance and tools that school communities can use to complete a "Recovery to Reinvention Plan" • California School-Based Health Alliance Restorative, Trauma Informed Schoolwide Assessment • CASEL SEL Roadmap: Actions for a Successful Second Semester

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.