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CISI | UCDAVIS SCHOOL OF EDUCATION
California Institute for School Improvement/CAP-Ed

July 26, 2020 | CISI E-Bulletin

California Institute for School Improvement: partnering with California school districts since 1984.

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COVID Mitigation Funds

(CDE)

Dear School Communities and Partners:

Now that we know most of our students will be starting the next school year in distance learning, our focus urgently shifts to supporting our school communities as they prepare for virtual learning. This includes helping our students acquire the devices and connectivity they need to access their educators, and providing additional support to strengthen distance learning strategies.

I want to make sure all of our school districts are aware of and take advantage of the $5.3 billion available in the state budget to school districts to acquire devices, strengthen distance learning, and address learning gaps.

These **Learning Loss Mitigation Funds** are authorized by the 2020–21 state budget, which allocates $5.3 billion to local educational agencies to support transitional kindergarten through twelfth grade academic achievement, professional learning, mitigate learning gaps exacerbated by COVID-19 school campus closures, and purchase computing and connectivity devices.

We are grateful that the Governor's Office provided an overview during our last **Digital Divide Task Force hearing this week**, and expect more support from us in the coming days. But there's no need to wait: School districts are now able to apply for these funds.

Apply for Learning Loss Mitigation Funding Before Wednesday, August 5, 2020

(CDE)

The Learning Loss Mitigation Funding (LLMF), authorized by the 2020–21 budget package, appropriates $5,334,997,000 from three different funding sources to be allocated to local educational agencies (LEAs) in order to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

Application for Funds

The LLMF application is now available and due by Wednesday August 5th for inclusion in the first apportionment!
(LEAs must fill out the LLMF Assurances in order to receive funding. LEAs received an email with their individual password.)

LLMF Assurances

Passwords were sent to each LEA, including direct funded charter schools, via email.

Eligible Use of LLM Funds

(CDE)

The focus for the use of the funds and distribution formula are outlined in the 2020–21 budget package, with focus to use the funds to support transitional kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Specifically, funds are to be used for:

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.
- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.
- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

Search for School District Submissions
https://www3.cde.ca.gov/llmfsearch/search.aspx

SB98 - School District Learning Continuity Plans

(EdSource)

The Learning Continuity Plan must be adopted by September 30, 2020 and filed within five days after adoption:○The governing board of a school district shall file the Learning Continuity Plan with the county superintendent of schools○The county board of education shall file the Learning Continuity Plan with the Superintendent○A county superintendent of schools with jurisdiction of a single school district shall also file with the Superintendent○A charter school shall file the Learning Continuity Plan with its charter authority and the county superintendent of schools.

August 4 - Learning Continuity and Attendance Plan Instructions and Guidance Part II - 2 p.m.

This webinar will provide guidance on the resources and tools available to support local educational agencies in the development of their Learning Continuity and Attendance Plans. The resources and tools that will be provided have been curated and vetted by county and district leaders in California's System of Support.

- Zoom webinar connection information:
  - **Event address for attendees: August 4**
- Audio only connection information:
  - Dial by your location
    - +1 669 900 6833 US (San Jose)
    - +1 408 638 0968 US (San Jose)
    - +1 646 876 9923 US (New York)
  - Webinar ID: 893 8447 7878
  - Password: 185397

To see what your county's guidelines are, click **here**.

SB98 - Senate Floor Analysis Excerpts

Senate Bill 98, Chaptered on June 30, 2020, with provisions for COVID-19, specifies the following related to instruction, attendance, and calculation of apportionments in the 2020-21 fiscal year:

a) A hold-harmless is provided for the purpose of calculating apportionment in the 2020-21 fiscal year; the Department of Education shall use the average daily attendance in the 2019-20 fiscal year reported from July 1, 2019, to February 29, 2020, as specified in this bill, except for new charter schools commencing instruction in 2020-21.

b) LEAs shall offer in-person instruction to the greatest extent possible and may offer distance learning, as defined.

c) LEAs are required to meet instructional day requirements through a combination of in-person and distance learning instruction, however, LEAs are allowed to only meet minimum-day instructional minute requirements and are exempted from minimum instructional minute requirements for physical education.

d) Instructional minutes shall be determined for in-person instruction as time under the immediate physical supervision of a certificated employee of the LEA and for distance learning based on the time value of assignments as determined and certified by a certificated employee of the LEA, or a combination of both instruction types.

guidance from a state or local public health officer, and for pupils who are medically fragile, at-risk from in-person instruction, or quarantining due to exposure to COVID-19. Instructional requirements are defined specific to the access and content of instruction, supports for students with exceptional needs, English learner students, students in foster care, experiencing homelessness or in need of mental health supports. Daily interaction with students in distance learning is defined, and LEAs are required to provide access to nutrition programs.

f) For purposes of attendance, an LEA must document daily student participation, as defined, when providing distance learning, and keep weekly engagement records. LEAs shall continue to report absences, as defined, for purposes of reporting chronic absenteeism. LEAs shall develope tiered re-engagement strategies for students who do not participate, and shall regularly engage with parents or guardians regarding academic progress. Requirements shall be included in the audit guide.

g) Fiscal penalties are defined for LEAs that do not meet the instructional day requirements or the attendance related requirements. h) Charter schools offering distance learning pursuant to this section of this bill are not required to request a material revision to the charter. Classroom based charter schools that offer distance learning pursuant to this section will not be considered a non-classroom based charter in the 2020-21 fiscal year if they provide distance learning.

Requires that, in place of the Local Control Accountability Plan previously required on December 15, 2020 pursuant to Executive Order N-56-20, an LEA is required to adopt a Learning Continuity and Attendance Plan (2020-21 LCAP) by September 30, 2020.

The local control funding formula budget overview for parents shall be required to be adopted by December 15, 2020, with the first interim budget report. In adopting the 2020-21 LCAP pursuant to this section, the governing body of the LEA shall consult with stakeholders, as specified, including the parent advisory committee and the English learner parent advisory committee, solicit stakeholder input and hold two public hearing to present the 2020-21 LCAP and for the adoption of the 2020-21 LCAP.

Schools districts shall submit the 2020-21 LCAP to the county superintendent of schools, county offices of education shall submit the 2020- 21 LCAP to the Superintendent of Public Instruction, and charter schools shall submit the 2020-21 LCAP to their chartering authority within five days after adoption. The County Superintendent of Schools and the Superintendent of Public Instruction may review and comment on the 2020-21 LCAPs by October 30, 2020.

The template for the 2020-21 LCAP shall be developed by the Superintendent of Public Instruction, in consultation with the executive director of the State Board of Education, by August 1, 2020, that includes, but is not limited to the following:

expenditure the LEA anticipates taking to support its ability to address the impacts of COVID-19:

i) Distance Learning
ii) Learning Loss
iii) Mental Health / Social Emotional Well-being of students and staff
iv) Professional Development
v) Pupil Engagement and Outreach
School Nutrition

b) For each area, the 2020-21 LCAP shall describe how state and federal funds (including funds provided for the Learning Loss Block Grant) are anticipated to be used to support the efforts described in the 2020-21 LCAP. If the actions and expenditures described in the 2020-21 LCAP are not included in the LEA's budget, the plan shall describe how they will be included in the first interim budget report.

c) The 2020-21 LCAP shall also include a description of how the LEA is increasing or improving services in proportion to funds generated on the basis of the number and concentration of English learner, foster youth, and low income students pursuant to the Local Control Funding Formula, and in compliance with regulations adopted by the State Board of Education.

d) The 2021-22 Annual Update to the Local Control and Accountability Plan shall include the actions and expenditures included in the 2020-21 LCAP.

Access the full analysis document **here**.

Excerpts from SB98 related to minimum instructional minutes

(18) Existing law requires local educational agencies to meet specified minimum requirements for the number of instructional minutes offered during a schoolday, instructional minutes offered during a school year, and instructional days offered in a school year.

This bill, for the 2020–21 school year, would waive the minimum requirements for instructional minutes offered during the school year and would authorize a local educational agency to meet the minimum requirements for instructional minutes offered during a schoolday and for instructional days offered in the 2020–21 school year through in-person instruction or a combination of in-person instruction and distance learning, as provided.

The bill would require a local educational agency that offers distance learning during the

distance learning is provided and to regularly communicate with parents and guardians regarding a pupil's academic progress. The bill would require the Superintendent of Public Instruction to withhold a portion of a local educational agency's funding apportionments for failing to offer the minimum number of instructional days in the 2020–21 school year. To the extent these provisions impose additional requirements on school districts, county offices of education, and charter schools, the bill would create a state-mandated local program.

(19) Existing law requires, on or before July 1, 2014, governing boards of school districts and county boards of education to adopt a local control and accountability plan, as provided. Existing law requires charter schools, on or before July 1, 2015, and each year thereafter, to adopt a local control and accountability plan to update the goals and annual actions to achieve those goals identified in the charter petition, as provided.

This bill would provide that school districts, county boards of education, and charter schools are not required to adopt a local control and accountability plan for the 2020–21 school year. The bill instead would require the governing board of a school district, a county board of education, and the governing body of a charter school to adopt a learning continuity and attendance plan by September 30, 2020. The bill would require the Superintendent, in consultation with the State Board of Education, to develop a template for the learning continuity and attendance plan on or before August 1, 2020, as provided. The bill would require the learning continuity and attendance plan to include specified information about the instruction the school district, county office of education, or charter school will provide to pupils in the 2020–21 school year. By requiring school districts, county offices of education, and charter schools to adopt a learning continuity and attendance plan, the bill would impose a state-mandated local program.

Access the full analysis document **here**.

Which California counties are reopening?

(LA Times)

As time goes on, we continue to get updated mandates from Governor Gavin Newsom. As of Monday, July 13, all indoor dining and bars, movie theaters, museums, zoos, and more were ordered to halt operations. In addition, 25 counties have been forced to close malls, nail salons, places of worship, as well as gyms. With that said, some counties are working to reopening independently.

To see what your county's guidelines are, click **here**.

SEL Linked to Academic and Behavioral Outcomes

success. Using data from the California CORE Districts, PACE examined whether changes in social-emotional competencies would affect English language arts (ELA) and math test scores and attendance in students between the fourth and seventh grade. The July 2020 PACE Policy Brief entitled, *What Do Changes in Social-Emotional Learning Tell Us About Changes in Academic and Behavioral Outcomes?* States that "since 2014, six of the CORE districts, which collectively serve over one million students, have surveyed students in Grades 4–12 on self-management, growth mindset, self-efficacy, and social awareness."

PACE researchers analyzed students' self-reported SEL levels while observing changes in growth mindset, social awareness, self-efficacy, and self-management. The main questions of interest were whether academic outcomes would be predictive of changes in SEL levels and whether these SEL changes vary according to characteristics like gender, race, socio-economic status, etc.

Key findings included:

- Self-reported SEL changes do predict changes in ELA and math achievement and attendance.
- The results are robust across various specifications and remain stable across a wide variety of student subgroups.
- Based on findings, PACE recommends schools to collect measures, such as periodically measuring social emotional skills, in order to hold a better understanding of students' academic and career development.
- For students with low test scores, improvements in growth mindset and self-management are associated with the largest gains in future outcomes.

Finally, the brief states, "For schools unsure of how to start, our results suggest changes in growth mindset and self-management to be most predictive of positive outcomes, where the increases in achievement associated with a one standard deviation increase in SEL can be as high as an additional 25 percent of the average annual learning gains."

Access the full policy brief **HERE**.

Governor's Plan for California Schools in AY2020-2021

1) Safe in-person school based on local health data

The California Department of Public Health today issued updated schools guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. CDPH currently uses six indicators to track the level of COVID-19 infection in each California county as well as the preparedness of the county health care system – data that includes the number of new infections per 100,000 residents, the test

Schools located in counties that are on the Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines. School community members – including parents, teachers, staff and students – can track daily data on whether and why their county is on the Monitoring List at **https://covid19.ca.gov/roadmap-counties/#track-data**.

There is a single exception. Local health officers may grant a waiver to allow elementary schools to reopen in-person instruction if the waiver is requested by the district superintendent, in consultation with labor, parents and community-based organizations. When considering a waiver request, the local health officer must consider local data and consult with the California Department of Public Health.

2) Strong mask requirements for anyone in the school
3) Physical distancing requirements & other adaptations
4) Regular testing and dedicated contact tracing for outbreaks at schools
5) Rigorous distance learning

For all past and current updates, please click **here**.

The full guidance from the California Department of Public Health can be found here: **https://files.covid19.ca.gov/pdf/guidance-schools.pdf**

Parents Must Have a Say in Districts' Distance Learning Plans Under New California Law

(EdSource)

The inequities in distance learning have been present since distance learning started back in March and both Governor Newsom and the Legislature are not pleased about it. In efforts to hopefully even the playing field, Governor Newsom and the Legislature have developed minimum requirements for the 2020-2021 school year in addition to the budget. Some of these requirements include ensuring every student has a computer with internet access, daily attendance is taken, and that students are being interacted with on a daily basis.
As a way of making sure districts are abiding by these requirements, state funding will depend on compliance. In addition, districts will also be required to explain how they are going to continue distance learning via a report that has to go through 2 public hearings, receive input from parents, and adopted by the district by September 30th. This report is going to be called the Learning Continuity and Attendance Plan, similar to the usual Local Control and Accountability Plan. The old LCAP was replaced with the new LCAP due to

To read more about the Learning Continuity and Attendance Plan, as well as new standards for distance learning, click **here**.

Schools will reopen without in-person classes in most of California, Newsom says

(The Press-Enterprise)

With cases of the coronavirus increasing by the day, Governor Gavin Newsom has directed 30 counties to offer distance learning only this fall. Counties included in this directive are Los Angeles, Orange, Riverside and San Bernardino- all of which have set records for daily deaths and infections in recent weeks. All in all, over 6 million students will be affected by Newsom's order. In order for schools to reopen for in-person instruction, the counties in which they're located in need to get the spread of the virus in their region under control which has proven to be a lot easier said than done.

To read the rest of the article, as well as all of the counties affected by this order, click **here**.

The Pandemic's Toll on School Leaders is Palpable. Here's What's Needed for a Successful School Year

EdSurge

Towards the beginning of the pandemic, in May, the Yale Center for Emotional Intelligence in collaboration with the Council of School Supervisors and Administrators in NYC conducted a survey with urban school administrators in New York to see how they were feeling during the crisis. All of the people surveyed were asked to share three emotions they experienced in the past 2 weeks and 95% of the emotions shared were negative such as anxiety, stress, and worry. These feelings can all lead to a decrease in motivation, engagement, as well as physical and mental health. They can also lead to burnout which would be easily understandable as school officials not only worry about their students, but they also worry about their own families and feel the pressure to do the right thing regarding school. So, what can help with all these emotions and help school officials prepare for the upcoming school year?

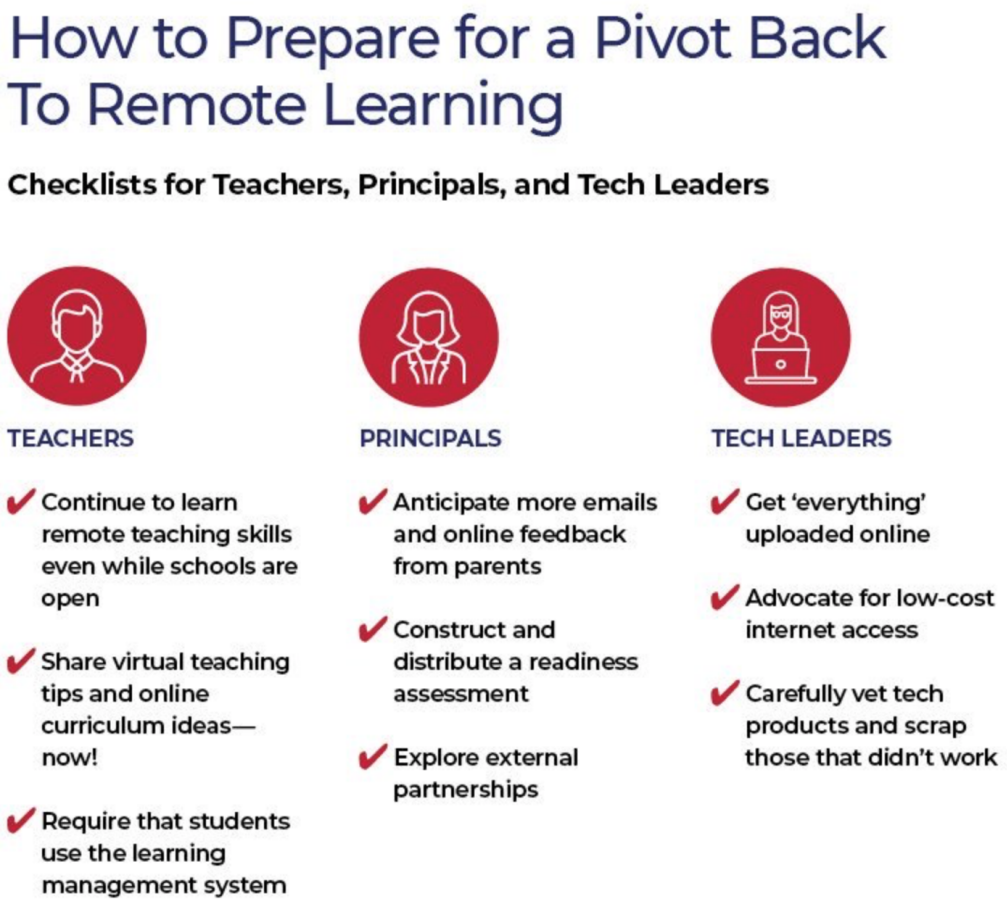
- "Strong departmental and political leadership": School leaders want to feel valued and supported by their supervisors during these uncertain times. Clear communication and full transparency for remote learning and plans for reopening were also listed as things that would help ease anxiety.
- Social and emotional learning (SEL): It is crucial for leaders to manage all these emotions during the pandemic, especially with the new school year starting soon. SEL can help leaders build trust with one another and encourage each other through these difficult times.
- Psychological welfare of everyone: With academic catch-up, virus prevention protocols, and mental health all being more important now than ever, school leaders need training on how to maintain and support the psychological welfare of themselves, students, and educators. They're all

To read the article in its entirety, click **here**.

COVID-19 & Remote Learning: How to Make It Work

EdWeek

As we all know by now, the majority of schools in California will continue on with distance learning at least at the beginning of the 2020-2021 school year. As the coronavirus continues to spread and restrictions change by day, schools are facing an uphill battle. Although the uphill battle may seem impossible at times, it isn't. Professor Chris Dede at the Harvard Graduate School of Education believes that educators have enough high and low-tech options to still provide students with meaningful learning experiences regardless if they're physically in the classroom or not. Since most schools spent some portion of their spring using distance learning, they should be able to grow from that experience and stay optimistic. *EdWeek* interviewed over 60 educators and experts to create checklists, best practices, etc. to help distribute advice on how to make distance learning easier, engaging, and more equitable.
See below for the checklist *EdWeek* created for teachers, principals, and tech leaders.



Downloadable Guide: How Educators Can Help Parents: 6 Remote Learning Tips

Physical Education Waived During Distance Learning

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 which included directions regarding physical education requirements that schools should abide by. Minimum instructional minutes for physical education for grades 1-12 were waived and the requirements to provide adequate facilities for physical education courses were also waived. So what doe this mean moving forward?
About a month after issuing Executive Order N-26-20, Governor Newsom stated that any large gatherings schools typically have, such as all kids in the classroom, assemblies, physical education, and recess, would have to be redesigned. Class sizes may be cut in half with one half coming into the classroom in the morning and the other half coming in after sanitation has taken place in the afternoon. So far, no physical education requirements have been released.

To read the entire Executive Order N-26-20, click **here**.

To read about re-opening discussions, including physical education, click **here**.

Practical Tips for Teaching Online Small-Group Discussions

This recent article in ASCD by Rhonda Bondie, faculty of the Harvard Graduate School of Education, focuses on three tools address this challenge:

1. Note catcher — A Google doc can be used to organize how discussions take place in breakout rooms allowing teachers to access breakout room notes in real time, adding comments and questions, as needed
2. Pre-assignments for discussions — **sample slide show**
3. Feedback survey — Teachers place the link to the survey in the chat area of video conferencing software and wait for students to complete the survey during the lesson. Students have a tendency not to complete surveys after the class, so incorporate the survey into lessons.

Sample Feedback Survey
Sample End of Session Peer Feedback Survey
Note catcher template HERE

Additional Small Group Online Discussion Ideas HERE

Access the full article here.

Most Popular items from recent California Institute for School Improvement (CISI) E-bulletins

Based on analytics from the recent E-bulletins, the following three items received the most clicks from CISI Members.

1. **Key Moves for Online Interactivity - The Derek Bok Center for Teaching and**

from Other Countries
3. **3 Tips for Humanizing Digital Pedagogy**

Interested in seeing more on a particular topic? CISI would like to support your work in connecting research to practice. Please follow this link to let us know your thoughts and requests for specific topics **HERE.**

Any other feedback or suggestions? **LINK** Also, keep a look out for new tweets on the **CISI Twitter Page**!

We look forward to hearing from you!

The California Institute for School Improvement (**CISI**) provides education leaders at the school and district level with the accurate, unbiased, up-to-date policy and research information. District membership benefits supports superintendents, principals, and curriculum and instructional leaders through **monthly policy and research briefs**, **annual workshops**, resource guides and **reports**.

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