



January 29, 2021 | CISI E-Bulletin

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

- **Evidence Summary: TK-6 Schools and COVID-19 Transmission**
- **State of California Safe Schools For All Hub**
- **I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle**
- **Annual Update of the 2021–22 Local Control and Accountability Plan (LCAP) & Webinar Series**
- **English Learner Roadmap for Parents and Families in partnership with Sobrato Early Academic Language**
- **All Aspects of his Return-to-School Plan are Negotiable, Governor Newsom Tells Superintendents**
- **California Teachers Could Get Covid-19 Vaccinations Starting in February**
- **How To Stop The Coming Dropout Time Bomb**
- **100-Day Leaders: Turning Short-Term Wins Into Long-Term Success in Schools**
- **Most Popular item from our recent California Institute for School Improvement (CISI) E-bulletin**
- **Want more on a particular educational topic? Let us know!**

Evidence Summary: TK-6 Schools and COVID-19 Transmission

(California Department of Public Health)

This is a summary document of the evidence thus far that informs safe and successful in-person instruction in TK-6 schools in the context of the COVID-19 pandemic. The overall topics covered include: frequency of infection in elementary-aged students; why they get it

COVID-19 transmission mitigation strategies particular to the school context.

This summary is not comprehensive, but focuses on the best evidence we have to inform us regarding the safety of in-person instruction for TK-6 students. The studies cited are chosen for their rigor, rather than because they support a specific position regarding whether or not it is safe to be open. We have learned a considerable amount since March 2020 regarding schools, through scientific studies of schools or camps that have been open in the U.S. or internationally. Because change is the only constant in the COVID-19 pandemic, the California Department of Public Health will continue to gather and monitor the evidence carefully, to inform safe and successful schooling.

Topics include:

- Why Children Get COVID-19 Less Frequently and Have Less Severe Disease
- Children with COVID-19 Most Often Get It from a Household Contact
- Transmission Among or from Students Is Uncommon
- Low Risk of Transmission in Elementary Schools
- Lessons About What Not to Do - Core strategies include masks, physical distancing, enhanced ventilation with open windows and without strong inward-directed air currents, and symptom screening.
- Testing Students and Staff with Symptoms Can Prevent Outbreaks
- Testing Students and Staff with Symptoms Can Prevent Outbreaks
- Core Mitigation Strategies

Safe Schools for All Plan

Access the full resource [HERE](#).

State of California Safe Schools For All Hub

(CDE) California's Safe Schools for All Plan provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis. **Safe School for All Hub**

School Administrators

Portal for School Leaders to Request Technical Assistance from the State Safe Schools For All Team.

School Staff & Parents

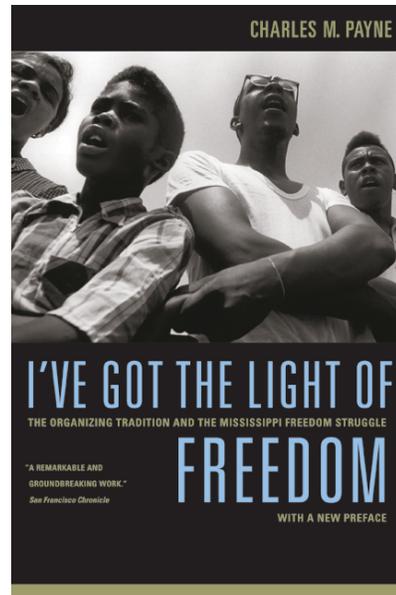
Portal for School Staff and Parents to Report Concerns for Potential State Intervention and Enforcement.

Access the full resource [HERE](#).

and the Mississippi Freedom Struggle

(University of California Press)

Dr. Charles Payne has served as guest faculty for the Superintendents' Executive Leadership Forum (SELF), an annual program for superintendents at UC Davis, for the past several years. His superb writing links African American history to current realities on public school policy and school improvement and beyond. In the 2007 edition of this book, Dr. Payne explores the history of the civil rights movement in the United States with a particular focus on voting rights in the south. He writes, "There are heroes and, emphatically, heroines enough in this history. Yielding to the temptation to focus on their courage, however, may miss the point. Part of the legacy of people like Ella Baker and Septima Clark is a faith that ordinary people who learn to believe in themselves are capable of extraordinary acts, or better, of acts that seem extraordinary to us precisely because we have such an impoverished sense of the capabilities of ordinary people."



Following is a review of the book by Library Journal:

"An illuminating examination of the Civil Rights movement at the local level, in this case Greenwood, Mississippi, in the 1960s. As Payne deftly grafts Greenwood's struggle onto the larger movement, he challenges several widely accepted conclusions, such as overemphasizing a core cadre of male leaders while overlooking the important contributions of women and youth and the belief that the black church was an early leader in the movement. Much of Payne's information is culled from oral interviews with actual movement participants. The result is an important history of the Civil Rights movement at the grass-roots level . . . The excellent bibliographic essay is essential reading. Recommended for any library that collects Civil Rights materials." —
Library Journal

Read the more about the book here: [I've Got the Light of Freedom](#)

Annual Update of the 2021–22 Local Control and Accountability Plan (LCAP) & Webinar Series

(CDE) As of September, 2020, **Senate Bill (SB) 820** was signed into law. The bill requires our State Superintendent of Public Instruction to update the template and instructions for the Annual Update of the 2021–22 Local Control and Accountability Plan (LCAP) by January 31. The update includes both the Learning Continuity and Attendance Plan and the 2019–20 LCAP.

Upcoming **Tuesdays @ 2 & Thursdays @ 3 webinar series**, hosted by the CA Dept. of Education, will address various LCAP topics. [Advance registration is required.](#)

- February 2, 2021 at 2 p.m. - The LCAP and Annual Update Templates and Instructions for the 2021-22 School Year (1-1.5 hours)
 - **Registration**
- February 4, 2021 at 3 p.m. - Digging Deeper: Developing Broad Goals for the 2021-22 LCAP (1 hour)
 - **Registration**
- February 9, 2021 at 2 p.m. - Digging Deeper: Developing Focus Goals and Maintenance Goals for the 2021-22 LCAP (1 hour)
 - **Registration**
- February 11, 2021 at 3 p.m. - The California School Dashboard Local Indicator Process for 2021-22 (1 hour)
 - **Registration**

English Learner Roadmap for Parents and Families in partnership with Sobrato Early Academic Language

(CDE)

Families play a crucial role in the success of their children's academics. Ensuring they are informed about the EL Roadmap will serve as an important bridge to foster stronger school relationships, personal investment, and robust implementation of the English EL Policy. In this session, district and school site personnel will be prepared to deliver EL Roadmap workshops to their families so they are:

- Familiar with the EL Roadmap context, policy, and principles
- Poised to understand their role in effective implementation the EL Roadmap Policy at their child's school

All print and media resources will be provided in English and Spanish so district and school site personnel are able to empower families to support schools in centralizing the needs of English learners.

For more information on these professional development opportunities or to register, please contact your local County Office of Education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

Kern COE (March 11, 2021)

Contact Lisa Vargas, Title III/EL Coordinator, C & I, Accountability, at anvargas@kern.org

Los Angeles (February 23, 2021)

Contact Mirna Miranda-Welsh, Coordinator II/Title III EL Specialist, at Miranda-Welsh_Mirna@laoe.edu

Santa Clara (April 26, 2021)

Contact Yee Wan, Ed.D., Director of School Climate, Leadership, and Instructional Services Department at yee_wan@sccoe.org

Governor Newsom Tells Superintendents

(EdSource)

On Thursday, January 28, 2021, in an online meeting with superintendents, Governor Newsom said all aspects of his \$2 billion incentive program to re-open schools are negotiable, according to a recent article by EdSource.

The article goes on to state that Newsom's proposed **CA's Safe Schools for All Plan** would provide \$450 to \$700 per student if they offered in-person instruction to students in transitional kindergarten through 2nd grade by Feb. 15, 2021 and third grade to sixth grade by March 15th. Comprehensive health and safety plans would be required.

In the Governor's plan, the deadline for districts to file their Covid19 safety plan is Monday, February 1, 2021, but his plan has not received the approval of the legislature that is needed to move forward. Discussions continue.

Since the state's record high of 60,000 daily cases of Covid-19 on Jan. 4th, cases are dropping. The latest 7-day average is 16,000 daily cases, with a 7.5% rate of positive tests. Newsom warns that the pressure to re-open schools will greatly increase if the numbers continue to drop. His plan determines when students would return to in-class instruction based on Covid19 case rates by counties. The threshold for elementary students would be 25 or fewer positive cases per 100,000 county residents.

[Read full article here.](#)

California Teachers Could Get Covid-19 Vaccinations Starting in February

(EdSource)

On Jan. 25 Gov. Newsom announced changes to the state's vaccination priority list. The changes include a transition to an age-based eligibility system. Californians age 65 and older, along with educators and others will have priority to receive the vaccine.

Educators, childcare workers, food and farm workers, first responders and Californians age 65 and over will have priority to qualify for the coronavirus vaccine, state officials announced. The new standards take effect in mid-February, and teachers and others in **Phase 1B** of the state's vaccination priority list could begin to be vaccinated, even in counties where healthcare workers, who are in Phase 1A, are still being vaccinated.

Once this group is vaccinated, the next priority group will be based on age, likely indicating that middle-aged Californians will be next in line.

[Read full article here.](#)

How To Stop The Coming Dropout Time Bomb

In this recent article, Dr. Doug Reeves addresses the main causes of the looming crisis of an increasing high school student dropout rate, and offers solutions that educators can make immediately to turn the tide. Dr. Reeves is co-author of the book entitled, *100-Day Leaders: Turning Short-Term Wins Into Long-Term Success in Schools*, with Dr. Robert Eaker who recently served as guest faculty for the California Principals' Support Network at UC Davis, now in its fourth year.

"When students fail to complete high school, they face a lifetime of unemployment, poverty, increased health care needs, and greater involvement in the criminal justice system. If these students were inside a burning building, we would not convene focus groups, hire consultants, or begin a strategic plan. We would get them out of the burning building."

3 causes of the dropout time bomb:

- Irrational attendance policies
- The elevation of compliance over proficiency
- Toxic grading policies

3 immediate steps educators can take:

- Disable the automated systems that link absences – either physical or the failure to log on virtually – to failure.
- Disable grading systems that automatically calculate final semester grades based on the average scores of student work during the semester.
- Establish clear expectations for every class. Use the **Power Standards** approach with a succinct set of six or so expectations. With clear targets and constructive feedback, a preponderance of the students can be successful.

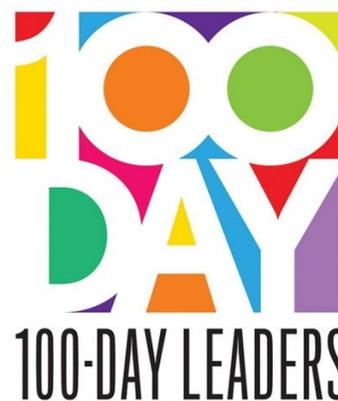
Read the full article here: [How To Stop The Coming Dropout Time Bomb](#)

100-Day Leaders: Turning Short-Term Wins Into Long-Term Success in Schools

(Solution Tree)

In this 2019 book focused on action plans for meaningful school improvement, Doug Reeves addresses practical, research-based leadership. He writes, "In this book, we present a system for focusing on the highest-leverage leadership actions that will yield significant results in just one hundred days."

"Reeves and Eaker supply strategies and tools to help leaders get on course and stay there. After clearing the decks, leaders find out about the importance of keeping a not-to-do list. Reeves and Eaker



Turning Short-Term Wins Into
Long-Term Success in Schools

DOUGLAS REEVES • ROBERT EAKER
FOREWORD BY MICHAEL FULLAN

matters most, breaking down the hundred days into doable chunks, and ensuring accountability and persistence," writes Michael Fullan in the book's foreward.

Fullan goes on to suggest considering the following questions:

- Do I find myself doing things that don't have much of a positive impact?
- How energetic and focused are those in my organization?
- Are we getting anywhere?
- What results can I point to?
- What can I do in the short term to change things for the better?

Read more about the book here: [100-day leaders](#)

Most Popular item from our recent California Institute for School Improvement (CISI) E-bulletin

Based on analytics from the most recent E-bulletin, the following article received the most clicks from CISI Members.

- [Ten Ways to Make Online Learning Work: A Guide to Improving Education in the Time of COVID-19](#)

Want more on a particular educational topic? Let us know!

Interested in seeing more on a particular topic? We're here 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](#).

Also, follow CISI 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**.

More CISI Membership Information

Find more content at the [CISI Website](#) or follow us on [Twitter](#)!

Copyright © 2021, UC Davis School of Education California Institute for School Improvement, All rights reserved.

Our mailing address is:

UC Davis School of Education
One Shields Avenue
Davis, CA 95616

email: cisi@ucdavis.edu

[unsubscribe from this list](#) [update subscription preferences](#)