### EQUITABLE SUPPORT FOR CALIFORNIA STUDENTS DURING THE COVID-19 CRISIS Strategies for School Board Members



### TODAY'S PANELISTS

- Leslie Hamburger, Area Director of English Learners and Migrant Education Services, WestEd
- Jessica Howard, Chief Executive Officer, Californians Dedicated to Education Foundation
- Patricia Love, Executive Director of Strategy and Communications, San Mateo County Office of Education
- Jason Willis, Area Director of Strategic Resource Planning and Implementation, WestEd
- Maria Salciccioli, Senior Research Associate in Research-Practice Partnerships, WestEd
- > Mary Briggs, Director, Research and Education Policy Development, CSBA



### **LESLIE HAMBURGER**

### Area Director of English Learners and Migrant Education Services, WestEd



### **ENGLISH LEARNERS AND COVID**

- COVID-19 has had a disproportionate impact on English learners
- English learners thrive in *coherent* education systems that focus on the design of quality learning opportunities
- Formative assessment practices are useful for supporting quality learning for English learners
- Look for meaningful engagement between English learners and their peers as they develop deep understanding of STEM ideas



### **JESSICA HOWARD**

### Chief Executive Officer, Californians Dedicated to Education Foundation



### THE DIGITAL DIVIDE

- As of May 2020, 1 in 5 California students lacked the necessary technology and/or internet access to succeed in distance learning
- Achievement gaps widen during absences from school
- Educators and education stakeholders are collaborating on promising solutions to address the digital divide, including the <u>Bridging the</u> <u>Digital Divide Fund</u>
- Board members can ask how the district is engaging with key student groups



### **PATRICIA LOVE**

#### Executive Director of Strategy and Communications, San Mateo County Office of Education



### **COUNTIES LEADING THE WAY**

- San Mateo County Office of Education (SMCOE) is one of several counties throughout the state that has approached the 2020-21 school year with innovative strategies that emphasize safety
- SMCOE has released a Pandemic Recovery Framework to help schools reopen safely
- Framework is centered on equity, based on science, and addresses health, educational, and legal considerations





### NIMBLE REVIEW PROCESS

- Framework is the basis of over 72 reopening plans in the county
- Plans do not change as county moved to different Tiers, but review process does slightly
- Work closely with districts and schools to strengthen their plans
- Framework provides common language and guidance
- Many of SMCOE's resources are publicly available on their county website
- Board members may consider whether their reopening strategy holistically addresses student/teacher needs



### **JASON WILLIS**

### Area Director of Strategic Resource Planning and Implementation, WestEd



# LCFF, BUDGET, & COVID-19 IMPACT

- The LCFF can be a critical planning tool for how to actualize equitable delivery systems, especially during the pandemic
- Board members play a critical role in:
  - Ensuring funds support high-need students through ongoing (LCFF) and one-time funds (CARES Act allocations)
  - Advance the mission of the school system to support the equitable outcomes of students
  - Ask the questions that bring the use of resources to the surface, e.g., specs of technology, bandwidth being used by student populations, amount of synchronous instruction for highneed students, etc.



## ATTENDING TO BUDGET SHIFTS

- The FY21 (this school year) will look different among any other in the allocation and use of resources.
- This is largely attributable to several factors:
  - The massive shift to distance learning requires spending in different categories of spending (technology versus substitute teachers/teacher stipends)
  - Comparing one year to the next, FY21 will stand alone. Particularly if in-person instruction resumes in part (or whole) in the FY22.
  - The deliberation that will be forthcoming about what changes remain permanent even after the pandemic, e.g., distance learning



### **During the discussion, please consider:**

- Which of the considerations discussed today are most relevant in my district?
- What questions do I still have? What do I want to learn more about?
- How can I provide more support locally? What support do I need, as a board member?
- What information from this discussion can I bring back to my district?



### **QUESTIONS?**

### **Today's Presenters:**

- Leslie Hamburger
- Jessica Howard
- Patricia Love
- Jason Willis
- Maria Salciccioli
- Mary Briggs



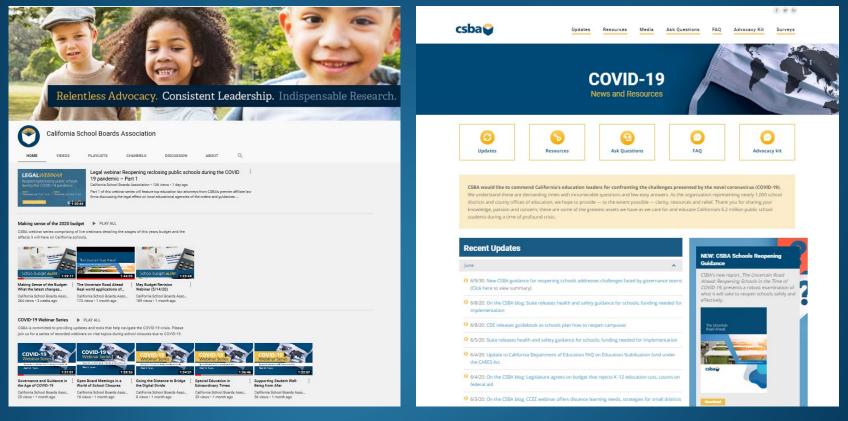
### **UPCOMING RESOURCES**

We hope you'll read the following upcoming briefs from CSBA:

- Challenging and Supporting English Learners in STEM Learning at a Distance
- Supporting English Learners through Formative Assessment Practices
- Making STEM Accessible and Engaging for Students with Disabilities
- Family and Caregiver Barriers to Distance Learning during the COVID-19 Pandemic
- California Education in Times of Crisis: Strategies to Address Barriers in the COVID-19 Pandemic
- The Disparate Impact of Learning Loss on Student Understanding



### RESOURCES



#### youtube.com/csbavideo

#### csba.org/coronavirus



### Thank you!

# We appreciate your time, and we are grateful that you chose to join us today!

