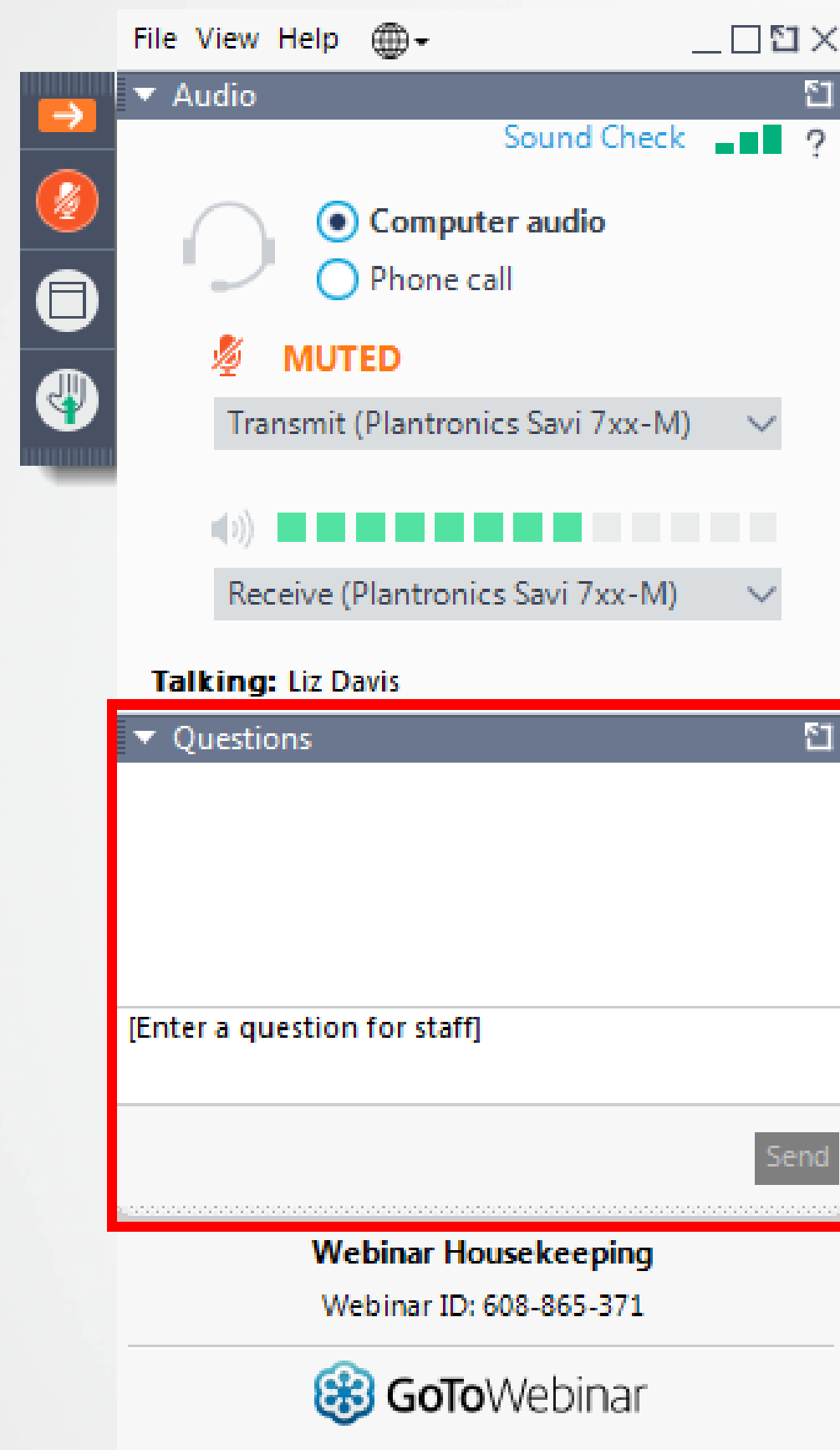


# THE PATH TO REOPENING SCHOOLS: EARLY RESEARCH AND THE CURRENT CALIFORNIA LANDSCAPE



January 25, 2021

# 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.*
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# PANELISTS

- **Jason Willis**, Director of Strategy & Performance, WestEd
- **Kelsey Krausen, Ph.D.**, Senior Engagement Manager, WestEd
- **Dennis Meyers**, Assistant Executive Director, Governmental Relations, CSBA
- **Debra Schade, Ph.D.**, Trustee, Solana Beach USD; CSBA Director, Region 17
- **Rosanna Mucetti, EdD.**, Superintendent, Napa Valley Unified School District
- Moderator: **Troy Flint**, Public Information Officer, CSBA

# OVERVIEW


1. A Growing Focus on Reopening Schools
2. Legislative Updates
3. Current Research
4. Landscape of Reopening in California
5. Considerations for Reopening



# A Growing Focus on Reopening Schools


What leaders are saying






**If Congress provides the funding we need to protect students, educators, and staff, and if states and cities put strong public health measures in place that we all follow, then my team will work to see that the majority of our schools can be open by the end of my first 100 days.**

**— President Joe Biden**



**With growing evidence that the right precautions can effectively stop the spread of COVID-19 in schools—especially in elementary schools—the Administration is committed to doing everything it can to make in-person instruction in schools safe for students and staff.**

**— Governor Gavin Newsom's Safe Schools for All Plan**



**[We] are also extremely concerned about the effects of prolonged distance learning and lack of access to in-person classroom resources on our children. . . we are seeing private and parochial schools open much more quickly, potentially increasing the disparities between well-resourced and under-resourced schools.**

**— Mayors of 13 Largest Cities in California**



# LEGISLATIVE UPDATE

**Dennis Meyers**  
**CSBA Government Relations Office**



# IN-PERSON INSTRUCTION GRANTS

- \$2 billion Prop. 98 allocation in current year (authorizes more if it is needed)
- \$450 per ADA base grant level allocate utilizing LCFF formula
- LEA applies by Feb. 1, 2021, for Feb. 15, 2021, offering of in-person learning
- Application includes submission of COVID-19 School Safety Plan to county office of education (and posting to website) to include:
  - Asymptomatic testing for employees and students per Dept. of Public Health (CDPH) guidance
  - CalOSHA COVID-19 Emergency Standards
  - COVID-19 School Guidance Checklist from CDPH
  - Collective bargaining agreements (certificated and classified)
  - Certify that students in distance learning have devices and high-speed internet
  - Instruction to include offering in-person instruction to TK-Grade 2 students (up to Grade 6 by March 15)
  - Instruction to cohorts (at least special ed, foster youth, homeless students, students w/o access to distance learning)
  - LEAs in Purple counties, plans must be sent to local health jurisdiction. Notification in 5 days if NOT approved



# IN-PERSON INSTRUCTION GRANTS

- Adjustment for necessary small schools:
  - \$26,462.50 for > 25 ADA
  - \$52,925 for 25-48 ADA
  - \$79,387.50 for 49-72 ADA
  - \$105,850 for 73-96 ADA
- Adjustment if starting March 15: 25% less in per ADA and small school grants
- Eligible uses of funds include any purpose consistent with in-person instruction (testing, PPE, ventilation, salaries for certificated/classified providing in-person instruction or services, social and mental health)
- Yellow – Red – Purple Counties vs Deep Purple Counties (case rates above 28:100,000)
- Includes new COVID-19 infection reporting requirements for all LEAs



# IN-PERSON INSTRUCTION GRANTS

- COVID-19 testing requirements included in forthcoming CDPH health guidance:
  - Yellow and Orange: symptomatic and response testing
  - Red and Purple Counties: symptomatic and response testing + every 2 weeks asymptomatic testing
  - Deep Purple Counties: symptomatic and response testing + once per week asymptomatic testing
- Needs quick legislative approval as a budget trailer bill



**DEBRA SCHADE, PH.D.,**  
**TRUSTEE, SOLANA BEACH USD**



**ROSANNA MUCETTI, EdD.,  
SUPERINTENDENT, NAPA VALLEY USD**





# Current Research

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# Research on the Safety of Reopening Schools

- **Community transmission.** Multiple studies suggest that school reopenings do not increase community spread in areas that have low COVID-19 rates (Harris, Ziedan, & Hassig, 2021; Imberman, Goldhaber, & Strunk, 2020).
- **School transmission.** A recent CDC study found that, nationally, in-person learning does not appear to have led to increased rates of COVID-19 (CDC, 2021). Children can transmit the virus, but they do not seem to transmit the virus as often as adults — especially younger children. The highest risk of in-school transmission is adult-to-adult transmission (which we have more control over).
- **Infection rates.** COVID cases among children are much lower, particularly among younger children (Zhu et al., 2020; Mannheim et al., 2020; CDC, 2021).
- **Severity of symptoms.** Children are more likely to experience less severe symptoms or be asymptomatic (European Centre for Disease Prevention and Control, 2020).



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# Learning Losses, Particularly for Vulnerable Students

## Learning losses seem to be moderate rather than severe.

- McKinsey & Co. estimates the shift to distance learning in the spring set **white students back by 1–3 months in math**, while **students of color lost 3–5 months** (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020).
- In almost all grades, most students made some learning gains in both reading and math since the COVID-19 pandemic started. However, gains in math were, on average, lower in fall 2020 than in prior years, resulting in more students falling behind relative to their prior standing.

## Learning losses are larger for vulnerable student populations.

- Students in Washington, DC, lost **4 months of learning in math** and **1 month of learning in ELA**, with **greater losses for students who are at risk**. Early literacy proficiency also declined for students in grades K–2 (Empower K–12, 2020).

## We do not know the extent of the learning losses.

- Several school districts reported hundreds and even thousands of students who did not participate in online learning early in the pandemic in California.

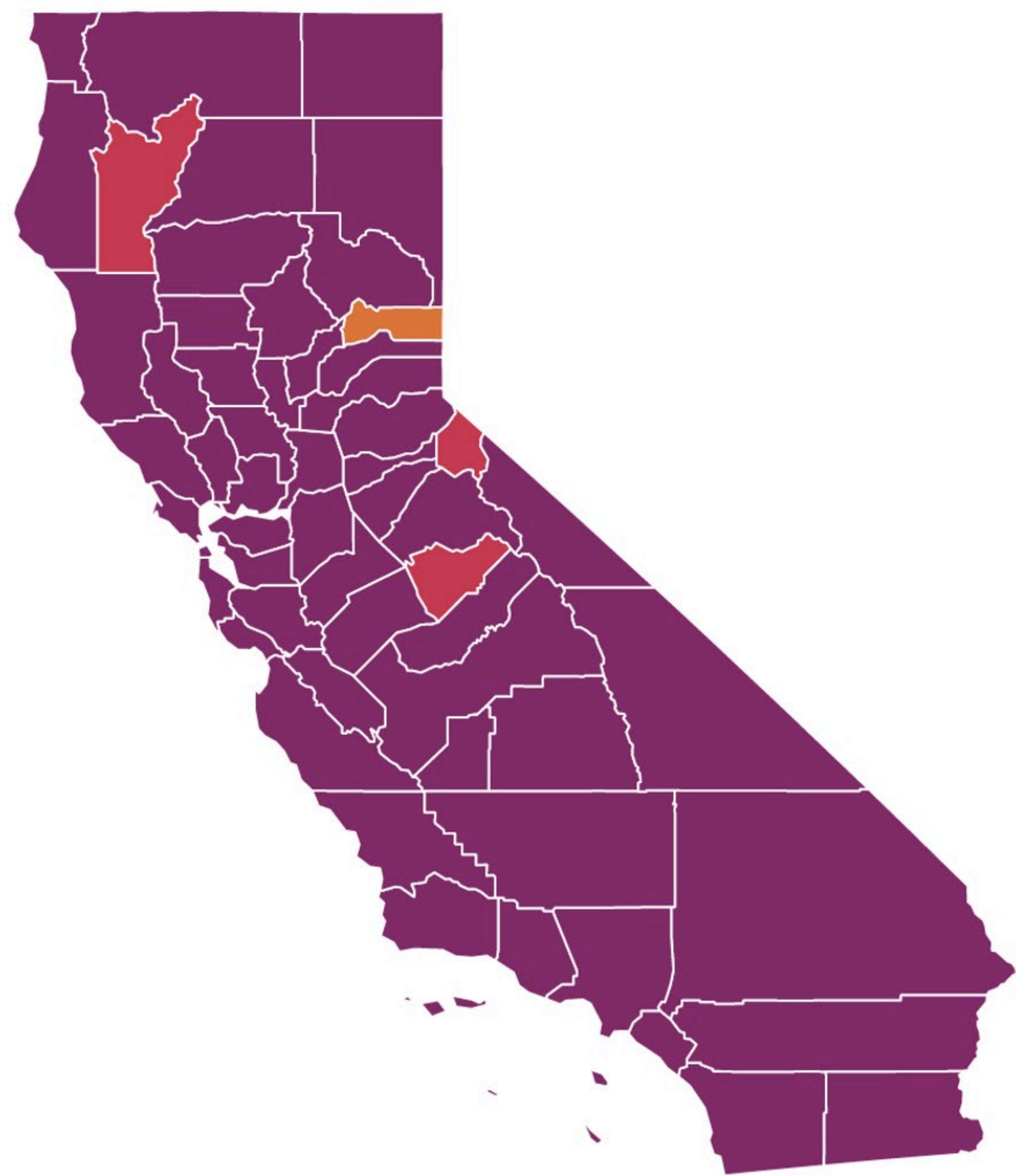


# A Landscape Analysis of District Reopening Statewide

What We Know Based on Available Data



# Reopening Schools in California



County Risk Level	Daily Cases Per 100k	Positivity Rate
Widespread	More than 7	More than 8%
Substantial	4–7	5%–8%
Moderate	1–3.9	2%–4.9%
Minimal	Less than 1	Less than 2%

Currently, 54 of 58 counties are in the **Widespread tier**.

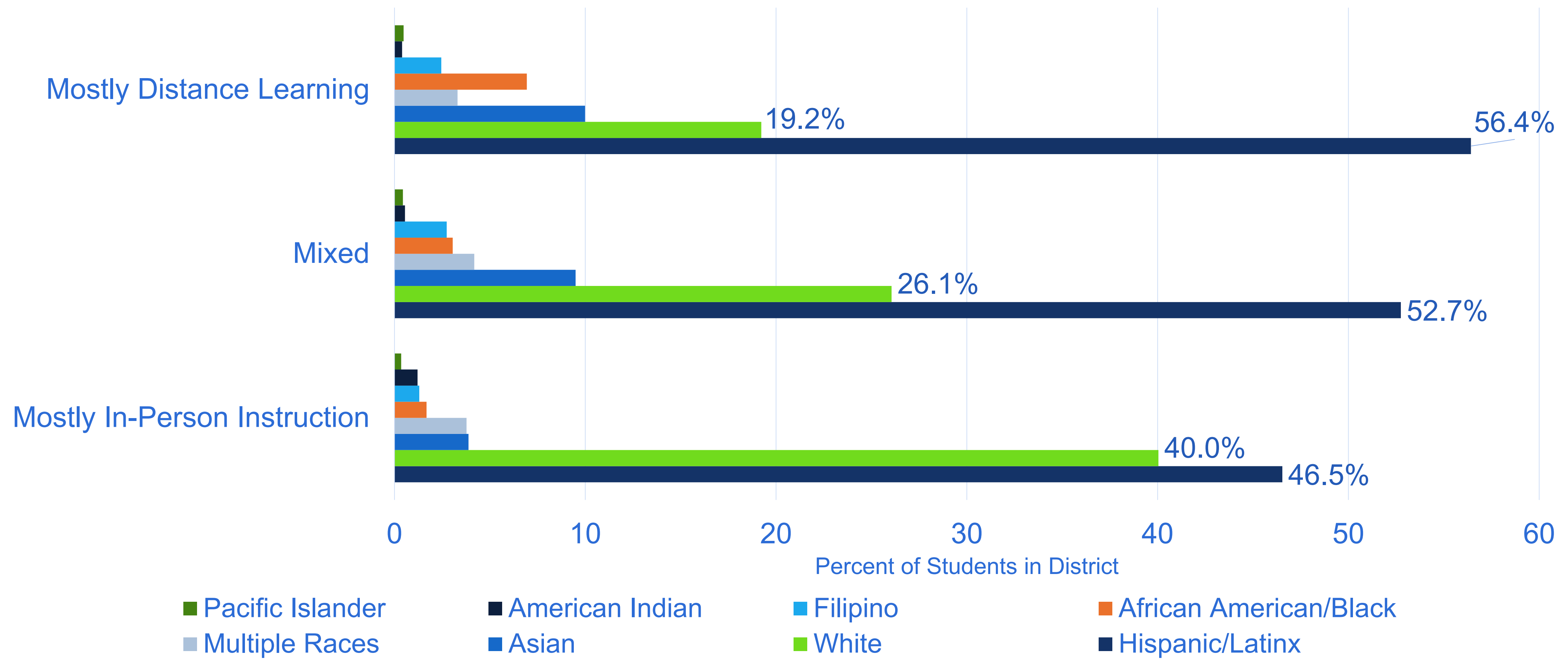
# Limited Change to Instruction Type by County Despite Increase in Infection Rates

Date	Mostly Distance Learning. * All or most districts in the county are primarily offering distance learning.	Mixed. Some districts in the county are offering in-person instruction while others are staying with distance learning.	Mostly In-Person Instruction. All or most districts in the county are offering in-person instruction in some form.
October 30th	17 counties (418 districts)	20 counties (337 districts)	21 counties (189 districts)
December 16th	22 counties (413 districts)	17 counties (318 districts)	19 counties (213 districts)

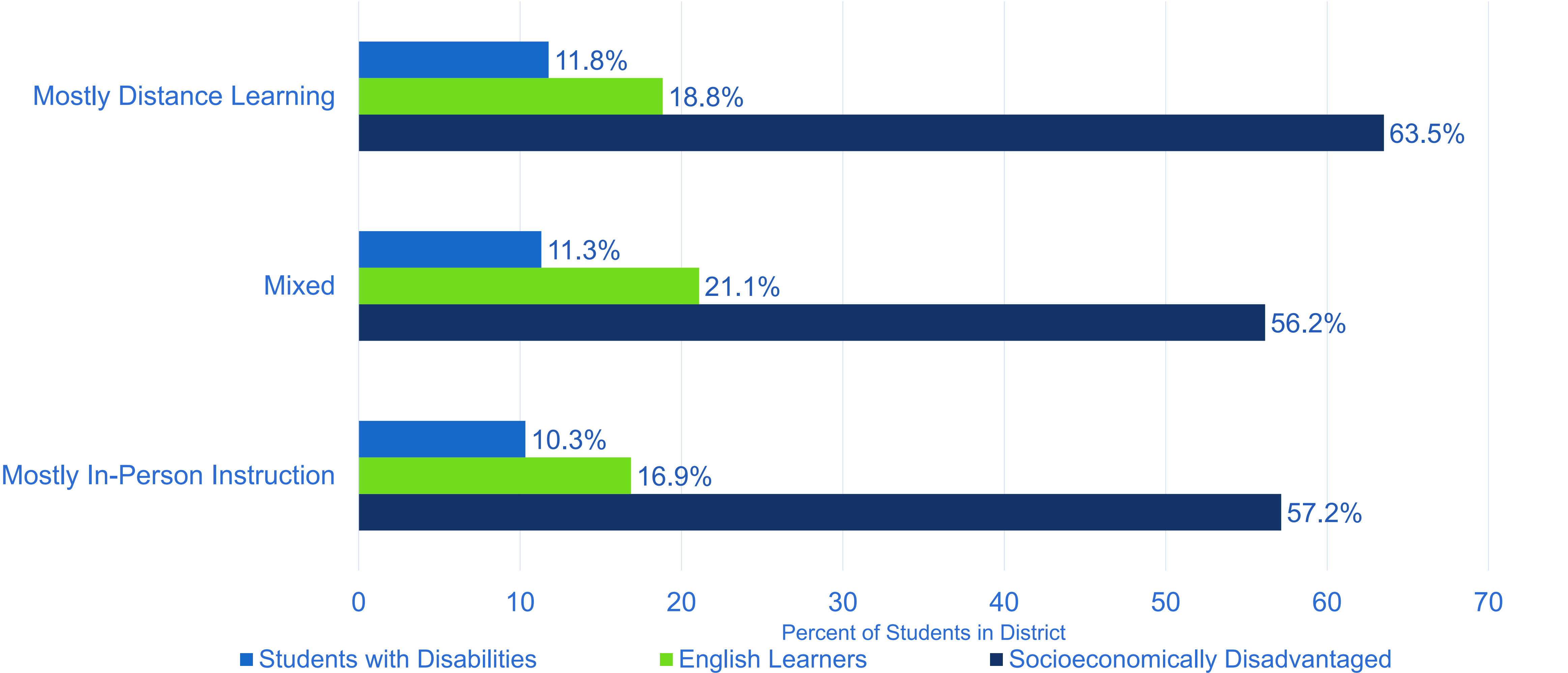
\*Apart from services for special needs students and K–6 schools that received waivers



# Hispanic/Latinx and Black students are overrepresented in “Mostly Distance Learning” counties

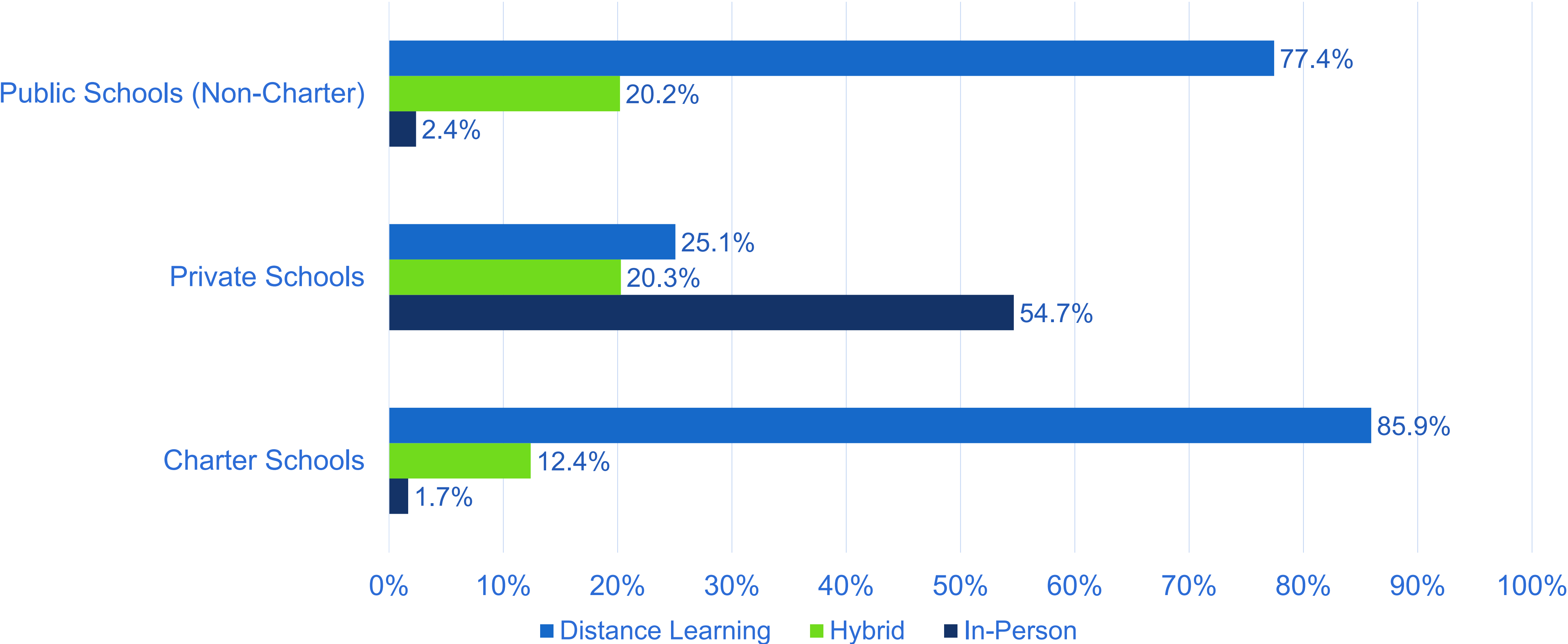


# Higher Proportions of Vulnerable Student Groups in “Mostly Distance Learning” Counties





# San Diego County: Majority of Private School Students are In-Person



# The Type of Schools Receiving Waivers Varies by County

- Over 1,600 schools in 39 counties have received waivers to reopen for in-person instruction.
  - Roughly half of these are private schools, and about 4% are charter schools
  - 296 (18%) are in Los Angeles County, and 132 (8%) are in Orange County
- In urban and suburban counties, more waivers were received by private schools than public schools.

County	Public Non-Charter	Private	Charter
Los Angeles	104 (35%)	184 (62%)	9 (3%)
Orange	9 (7%)	122 (92%)	1 (0.7%)
Fresno	93 (85%)	10 (9%)	6 (6%)
Statewide	773 (48%)	765 (47%)	76 (4%)



# Statewide Summary

## **Most districts are primarily offering distance learning.**

- Rural counties had lower positivity rates in the fall and were more likely to stay in-person through December.
- In urban and suburban counties, more private schools received waivers than public schools.

## **Disadvantaged groups of students are most likely to be in “Mostly Distance Learning” counties.**

- In districts within “Mostly Distance Learning” counties, 64% of students are socioeconomically disadvantaged.
- Students experiencing homelessness are more likely to attend districts in “Mostly Distance Learning” counties than those in “Mostly In-Person” counties.

## **The trends in California are being seen nationwide (Diliberti & Kaufman, 2020).**

- Most schools are providing either wholly or partially remote instruction.
- The highest-poverty schools and schools with the highest percentages of minority students were less likely to offer in-person instruction.
- Principals of highest-poverty schools report that, on average, 80% of their students had adequate internet access.

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# San Diego County Summary

## **Most students in San Diego County are being taught via distance learning.**

- 78% of all students in the county are distance learning; most of these students are high schoolers.
- In 23 of the 44 public districts, distance learning is the most common method of instruction.

## **Of the students who are learning in-person, most are private school students.**

- 55% of all private-school students are learning in-person, compared to only about 2% of public-school students.

## **In districts where most students are distance learning, there are higher rates of poverty and homelessness.**

- Over 50% of students in “Mostly Distance Learning” districts are socioeconomically disadvantaged.
- More than 1 in 5 of students in these districts are English learners.
- Nearly 4% of students in “Mostly Distance Learning” districts are experiencing homelessness.



QUESTION FOR OUR PANELISTS:

**How have equity concerns factored into reopening decisions in your district/county?**







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# Considerations for Reopening

**Safety, Student Achievement & Well-Being,  
Community Preferences, Resources, Staffing**



# Key Considerations for Reopenings

**Safety**

**Student Achievement &  
Well-Being**

**Community Preferences**

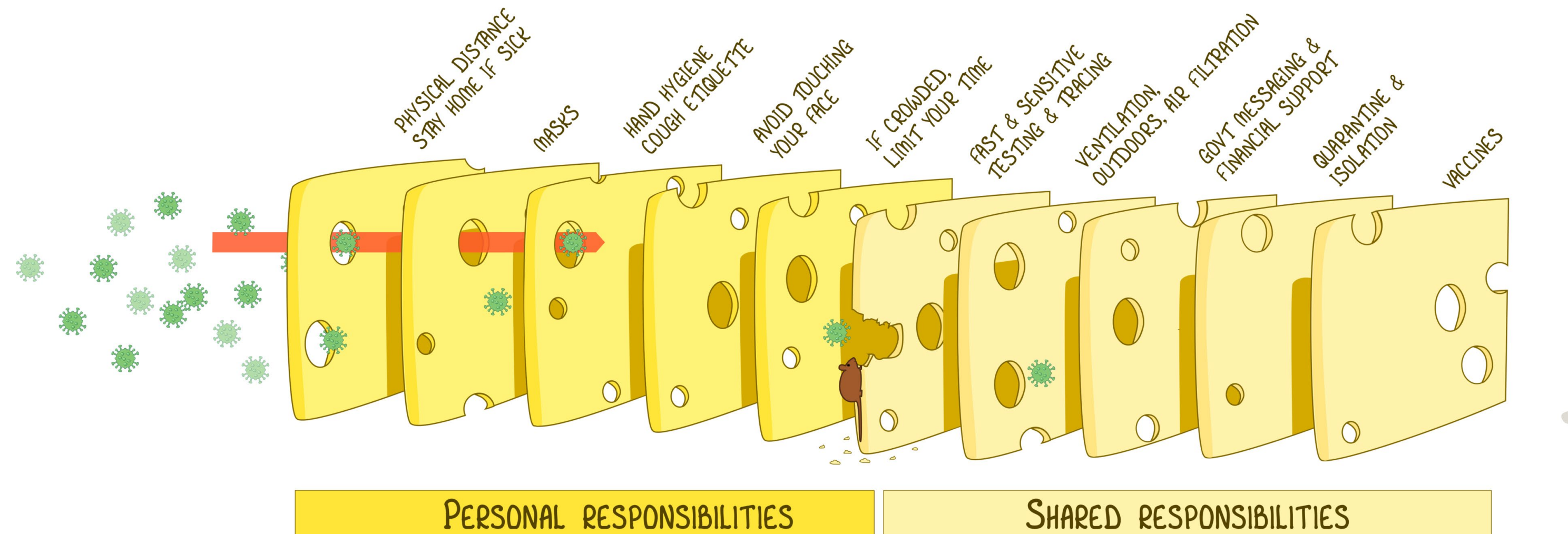
**Resources**

**Staffing**

# Safety

## THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD



EACH INTERVENTION (LAYER) HAS IMPERFECTIONS (HOLES).  
MULTIPLE LAYERS IMPROVE SUCCESS.

WITH THANKS TO JODY LANARD, KATHERINE ARDEN & THE  
BASED ON THE SWISS CHEESE MODEL OF ACCIDENT CAUSATION, BY JAMES T R

IF  
VIROLOGYDO

UPDATE:

# Safety

- Community infection rates
- Small, stable groups
- Physical distancing
- Contact tracing
- Testing
- Face coverings
- PPE
- Vaccines



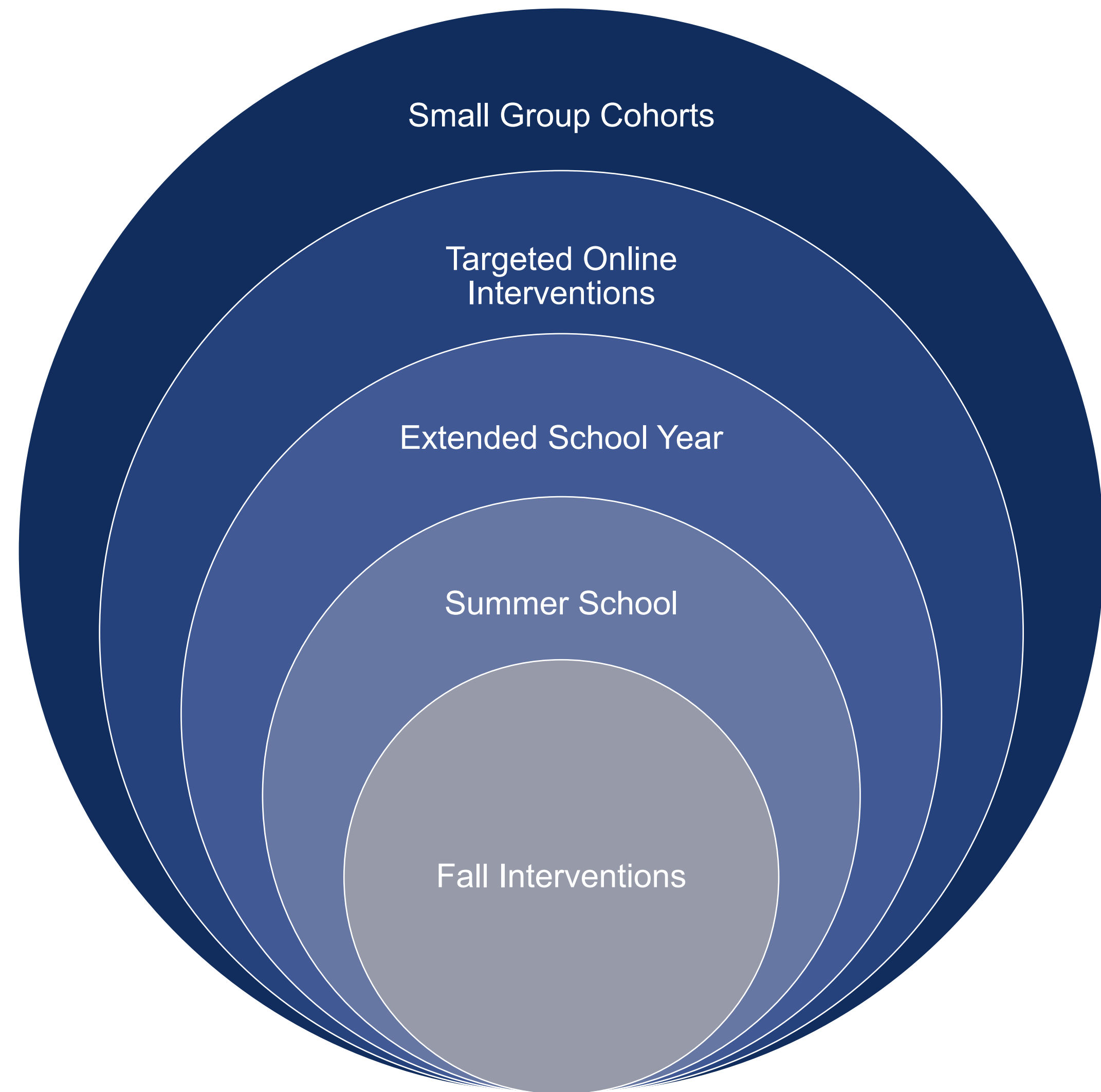
## QUESTION FOR OUR PANELISTS:

**What is the current focus of discussions regarding vaccines and testing in your district/county?**



# Student Achievement & Well-Being

- Academic achievement
- Mental health
- Social-emotional health
- Physical health







## Community Preferences

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- Differences by race, socioeconomic status
- Mixed across districts
- Decisions to participate in in-person learning vs. remaining in distance learning

*Strongly agree*

*Agree*

*Disagree*

*disagree*

## QUESTION FOR OUR PANELISTS:

**How has your engagement with families and the community influenced your reopening plans?**





# Resources, including Staffing

## Resources

- Fiscal
- Community support
- Connectivity
- Access to devices
- Access to services

## Staffing

- Substitute shortages
- Teacher/principal/Central Office retirements
- Labor agreements

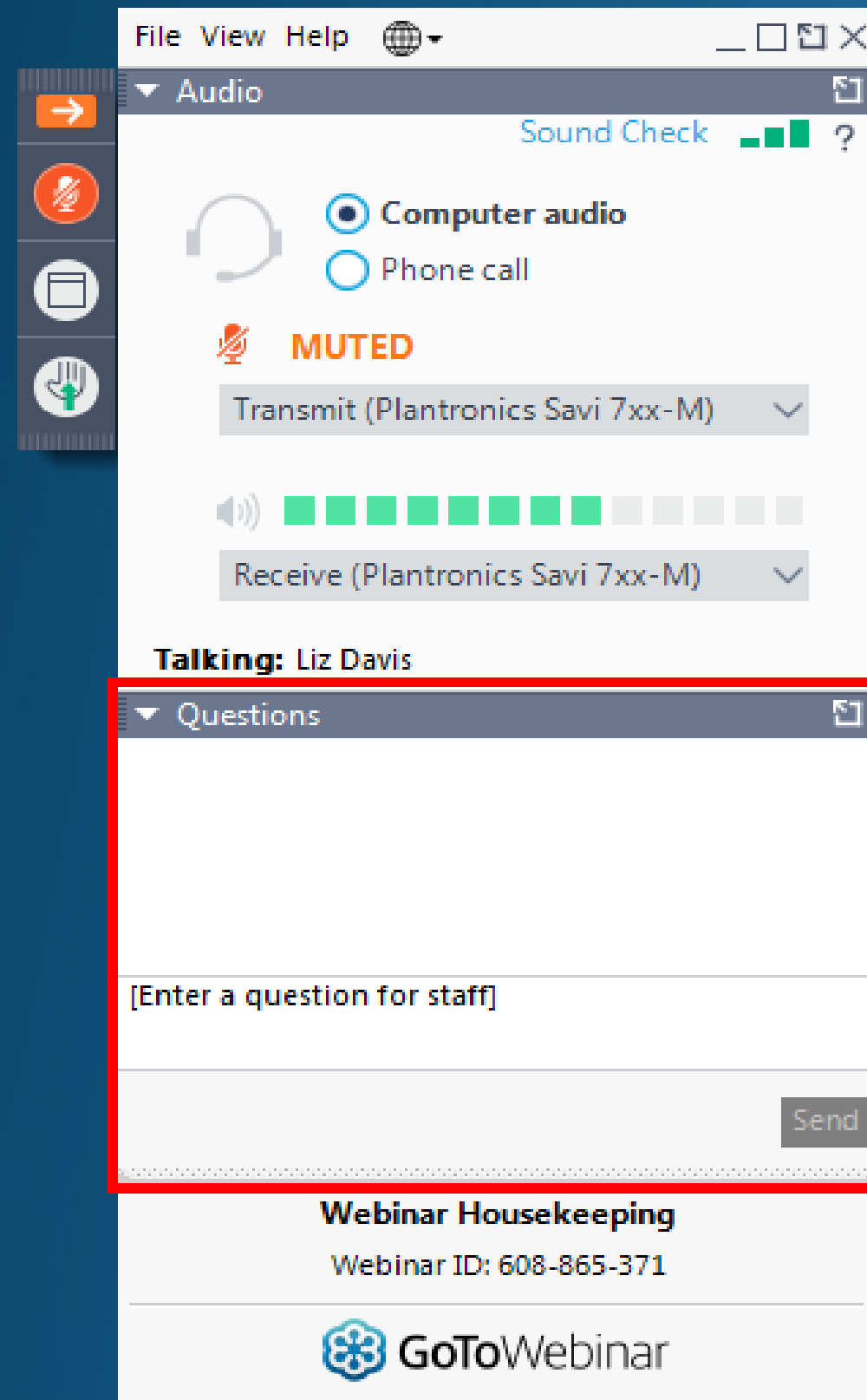
QUESTION FOR OUR PANELISTS:

**How have staffing and other resource considerations shaped your reopening plans?**





# QUESTIONS?



## Presenters:

- Kelsey Krausen, Ph.D., Senior Engagement Manager, WestEd
- Jason Willis, Director of Strategy & Performance, WestEd
- Dennis Meyers, Assistant Executive Director, Governmental Relations, CSBA
- Debra Schade, Ph.D., Trustee, Solana Beach USD; CSBA Director, Region 17
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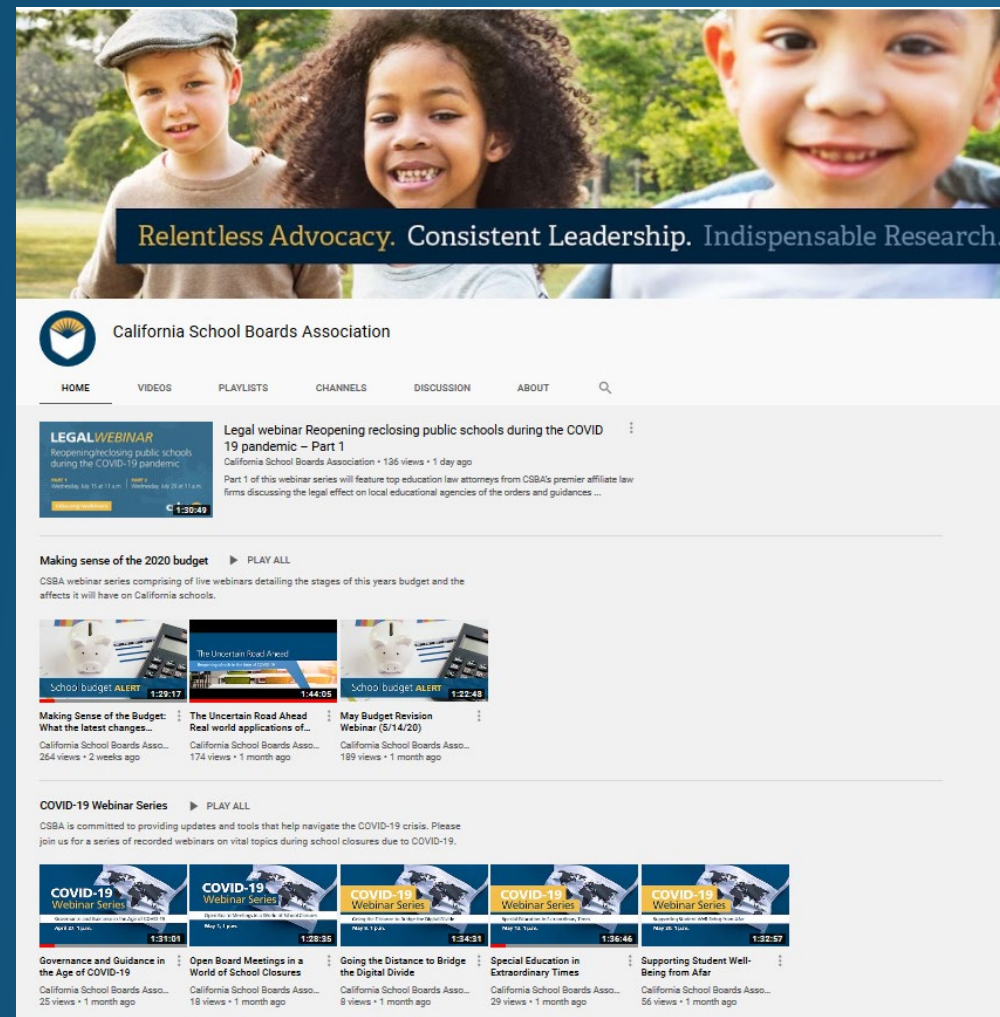
## Moderator:

- Troy Flint, Public Information Officer, CSBA





# CSBA RESOURCES



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# Thank you for joining us today.

Please email [csba@csba.org](mailto:csba@csba.org) if you have any questions.

