



Process for Developing the 2020 – 2021 Educational Plan

Ensuring the health and safety of students, families, and staff
while providing high-quality educational services to all students

Equitable – Safe – Responsive

Presentation

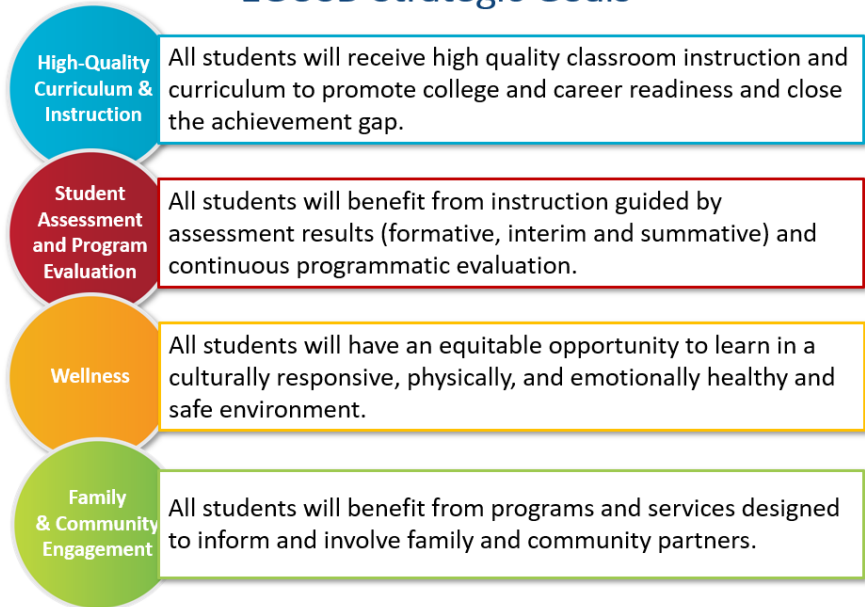
1. Planning Assumptions
2. Planning Foundations
3. Collaboration
4. Stakeholder Feedback
5. Planning Strategy
6. Supporting Resources
7. Timeline

Planning Assumptions

- We will be under COVID-19 pandemic health conditions for the full 2020 - 2021 school year
- We will adhere to CDC State and Local social distancing and health safety guidelines
- Students will be provided high-quality instruction which may include distance learning, in-person instruction, or a combination of both
- We will use current research to guide planning and decision making
- We will apply lessons learned and stakeholder feedback to continuously improve educational services



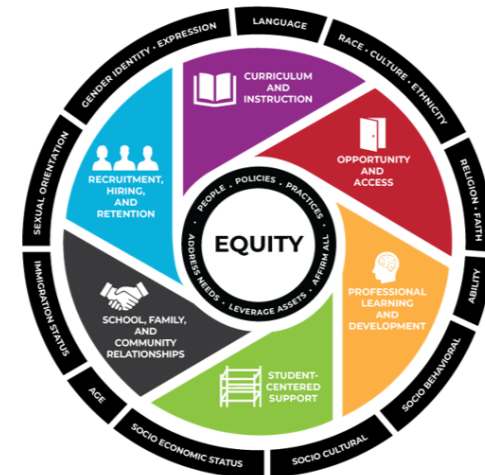
EGUSD Strategic Goals



Elk Grove Unified School District GRADUATE PROFILE



Educational Equity



Ensures the decisions, policies, and practices in our learning system are culturally sensitive and provides all students with access, opportunity, support, and resources.

Collaboration

- Approximately 100 people involved in the planning process
- The Board of Education, Superintendent, Superintendent's Cabinet, leadership from all bargaining units (AFSCME, ATU, CSEA, EGEA, EGTEAMS, NUHW, PSWA)
- EGUSD district and site administration and staff, and bargaining unit membership with representation from all seven bargaining units

Stakeholder Feedback Informing Decision-Making

- Information obtained from students, parents, school administrators, teachers, and related service providers
- Information was obtained related to:
 - Instructional Experiences
 - Student Workload
 - Student Engagement (students and parents)
 - Satisfaction
 - Reopening Preferences and Priorities
 - Support Needs (teachers and admin)
 - Positive/Negative Experiences (open-ended)

Student Experiences

12,978 Responses Submitted

Positives

- Self-paced learning that meets each student's needs
- School start time flexibility and sleep benefits
- Reduced pressure and stress
- Connecting with friends or classmates, teachers, and getting to spend more time with family
- Learning new skills, tools or technology, and subjects.

Challenges

- Number and difficulty of assignments
- Staying on top of attendance and assignments, managing time, and staying focused or motivated
- Understanding assignments and resources
- Technology issues

Parent Experiences

4,928 Responses Submitted

Positives

- Support and flexibility from teachers
- Responsiveness and communication from teachers
- Increased parent engagement in student learning
- Students gaining new skills
- Zoom meetings

Challenges

- Students' lack of interaction with teachers and/or classmates
- Difficulty keeping students focused and motivated
- Lack of direct instruction from teachers
- Parents trying to balance their own work and with their students' distance learning
- Parents needing to be teachers

Teacher Experiences

1,569 Responses Submitted

Positives

- Opportunities to connect meaningfully with students and families
- Zoom meetings with students
- Learning new digital tools
- Collaboration with colleagues
- Observing students excel via distance learning

Challenges

- Students' lack of motivation and engagement
- Connecting with unresponsive students and families
- Problems with technology or connectivity
- Determining how to assess student learning
- Lack of in-person interaction to support the teaching and learning experience

Administrator Experiences

131 Responses Submitted

Positives

- Meeting the challenge of distance learning
- Continuing commitment to student and family needs

Challenges

- Fostering staff and student connection and engagement
- Providing equity and access

Planning Team Structure

- We began by assembling a Strategic Planning Team that was responsible for developing guiding principles to ensure a full systems approach to planning would be used.
- Once the strategy and guiding principles were developed, Tactical Teams were formed. They are responsible for developing specific educational service processes, procedures, quality controls, etc.
- Specialized Operational Teams provide a robust infrastructure to ensure the successful implementation of the educational program

Guiding Principles

- Ensuring all plans are **equitable, safe, and responsive**:
 - Principled:
 - Establish essential values and features to drive planning
 - Maintain the needed balance between student and adult safety with optimal educational services
 - Innovative:
 - Remain highly nimble and adaptable to change
 - Think outside the box, beyond traditional approaches, drawing inspiration from research and other school systems
 - Collaborative:
 - Engaging key stakeholder groups throughout the process
 - Strategic:
 - Use systems thinking strategies
 - Understand stakeholder interests and current conditions

Elk Grove Unified Foundational Values

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graph TD; A[Elk Grove Unified Foundational Values] --> B[Equitable]; A --> C[Safe]; A --> D[Responsive]; B --> B1[Purpose & Mission]; B --> B2[Flexibility to Meet Needs]; B --> B3[Multiple Perspectives]; B --> B4[Access]; B --> B5[Expected Equitable Outcomes]; B --> B6[Transformative Leadership]; C --> C1[Safe & Healthy Environments]; C --> C2[Alignment with Guidelines]; C --> C3[Training in Protocols]; C --> C4[Confidentiality]; C --> C5[Clear Communications]; D --> D1[Timely]; D --> D2[Proactive]; D --> D3[Flexible]; D --> D4[Intentional]; D --> D5[Reciprocal]; D --> D6[Age-appropriate];
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Equitable

Purpose & Mission

Flexibility to Meet Needs

Multiple Perspectives

Access

Expected Equitable Outcomes

Transformative Leadership

Safe

Safe & Healthy Environments

Alignment with Guidelines

Training in Protocols

Confidentiality

Clear Communications

Responsive

Timely

Proactive

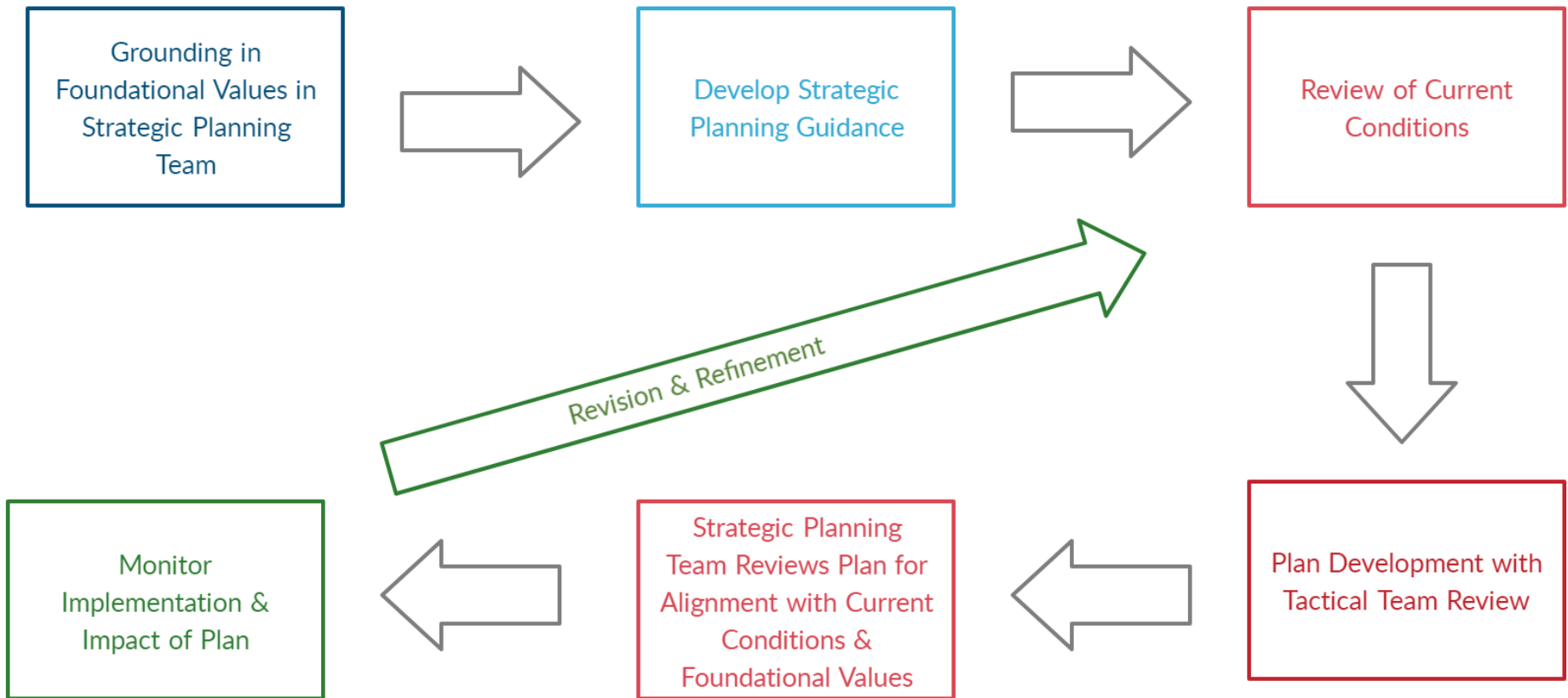
Flexible

Intentional

Reciprocal

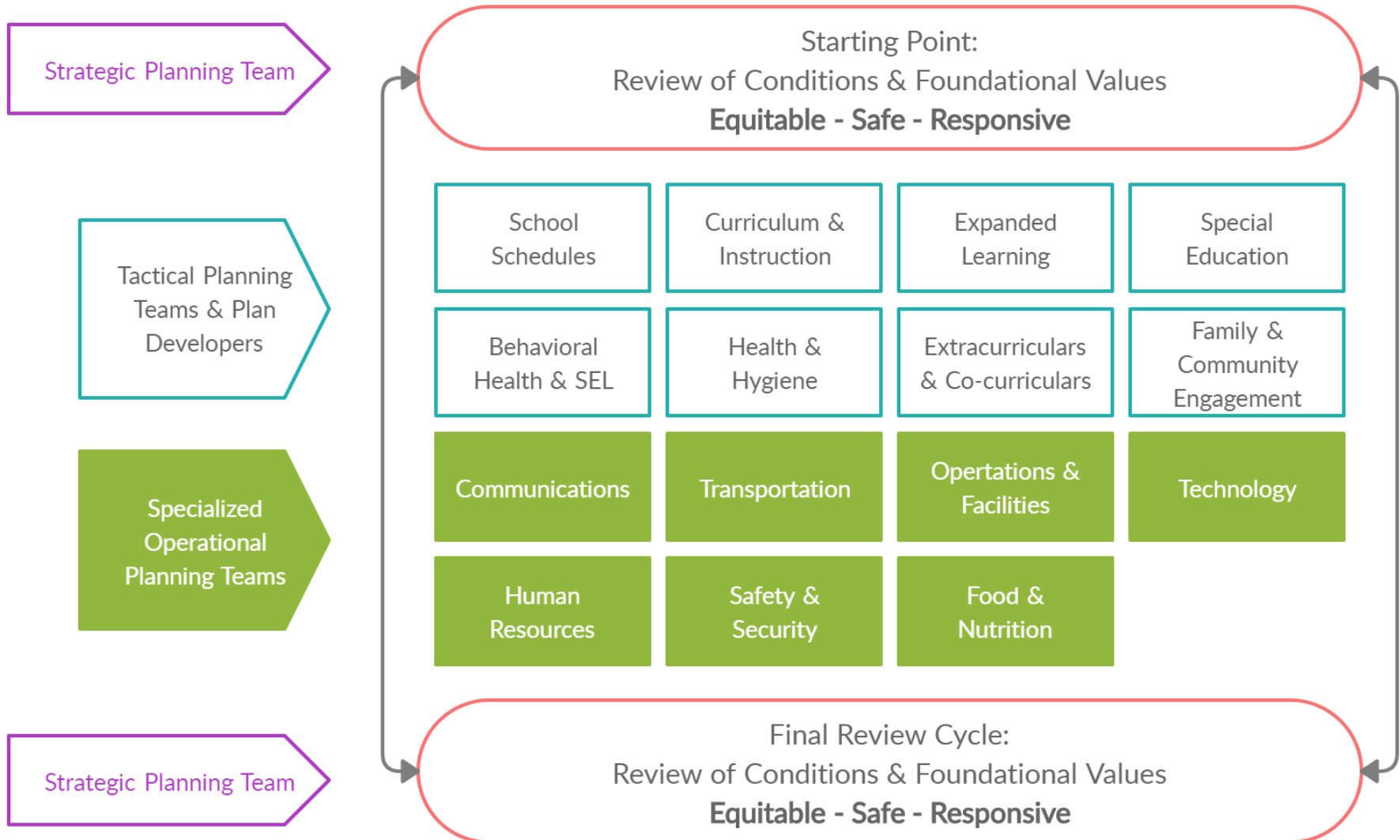
Age-appropriate

Strategic Planning Process



Elk Grove Unified School District's Strategic Planning Approach

Principled - Innovative - Collaborative - Strategic



Strategic Team

- A broad and diverse group of 40 administrative and teacher staff leaders
- All bargaining units are represented
- Mathew Espinosa is the Team Lead and Project Manager

Tactical Teams & Leads

- School Schedules - John Dixon, Martin Fine and Janet Anderson
- Curriculum and Instruction - Jenifer Avey and Lucy Bollinger
- Health and Hygiene - Tami Elmatari
- Behavioral Health and Social Emotional Learning - Don Ross
- Family and Community Engagement - Lisa Levasseur
- Special Education - Anne Rigali
- Expanded Learning - Dave Byrd
- Extra/Co-Curriculars - Rod Edmiston

Sue Larson, Dr. Bindy Grewal and Craig Murray oversee the work of the Tactical Teams

Tactical Teams & Leads

- School Schedules - John Dixon, Martin Fine and Janet Anderson
 - How are we ensuring families are being considered – childcare, multiple students, students at multiple schools, and different schedules?
 - How do we arrange families – do we consider keeping families together (PreK-12) in terms of who attends Mondays/Tuesdays or Wednesdays/Thursdays if full days?
 - How does our schedule provide for remediation, academic recovery, and provide enrichment options?
 - What is the best schedule for balancing equity and this complexity?
 - What will logistics look like in considering social distancing, i.e., lunches, lines, recess, classrooms desks, drop off/pick up (where large numbers are congregating at the same time)?
- Curriculum and Instruction - Jenifer Avey and Lucy Bollinger
 - Does this plan include applications for 100% virtual; 100% live and hybrid models?
 - How will we ensure students are reached/supported with attention to individual needs?
 - How will we monitor and respond to students' assessed needs (SEL and academic)?

Tactical Teams & Leads

- Health and Hygiene - Tami Elmatari
 - How will we promote and maintain a safe and healthy environment for all students and staff, especially those in the high-risk populations, while adhering to state and local public health guidelines?
 - How will we maintain safe and healthy operations (e.g., site visitors, school activities, class passing times, lunch periods), while adhering to state and local public health guidelines?
 - What are the protocols when a student or staff member becomes ill?
 - What is the explicit balance between social distancing guidelines and the requirement to provide essential educational services?
- Behavioral Health and Social Emotional Learning - Don Ross
 - How can we build on current systems (PBIS and MTSS) to meet the needs of students and staff?
 - How can we accurately determine the needs of our students and staff?
 - How do we integrate SEL best practices in to the daily routines of every classroom?
 - Have we given consideration to the developmental needs of our students? What role does student age play in our planning (e.g., youngest PreK and primary students vs. adolescents)?

Tactical Teams & Leads

- Family and Community Engagement - Lisa Levasseur
 - How can schools support families during this next phase?
 - As a parent/guardian of a student in EGUSD, what do I need to know in order to help my child be successful in this next phase?
- Special Education - Anne Rigali
 - How will we accurately assess progress toward IEP goals?
 - How can we expand valid and reliable assessment capabilities to include distance methodologies (initial, annual and triennial)?
 - How can we provide high-quality distance related services (occupational therapy, physical therapy, speech and language, etc.)?
 - How will we ensure parents can remain engaged partners in the educational process?

Tactical Teams & Leads

- Expanded Learning - Dave Byrd
 - Has our plan considered grant compliance requirements based on most current CDE guidance?
 - Have we considered the needs of our families in designing our Expanded Learning programs? (For example: scheduling, transportation, access, childcare needs for working families)
 - How will our schedule support remediation, academic recovery, and provide enrichment options for all students?
- Extra/Co-Curriculars - Rod Edmiston
 - How will we continue to offer extra-curricular (including Interscholastic Athletics) and co-curricular activities while adhering to state and health department requirements?
 - How do we provide equity and access to extra-curricular and co-curricular activities/opportunities if we are limited to how many students can participate and the space we have on school sites?
 - How will we continue to offer special programs - clubs, athletics, tutoring, credit recovery, etc., while adhering to state and health department requirements?

Specialized Operational Teams & Leads

- Safety and Security - Joe Airoso
- Technology - Steve Mate
- Transportation - Matt Sanchez
- Food and Nutrition Services - Michelle Drake
- Operations and Facilities - Manuel Azevedo/Tony Almeida
- Communications - Xanthi Pinkerton
- Human Resources - David Reilly

Supporting Resources

- Baily, J.P. & Hess, F.M. (2020). A Blueprint for Back to School. American Enterprise Institute.
- EAB. (2020). What K-12 “Return to Learn” Plans are Getting Wrong. Leadership Forum, EAB.
- Hough, H.J. (2020). Understanding, Measuring, and Addressing Student Learning Needs During COVID-19 Recovery. Policy Analysis for California Education.
- Kuhfeld, M. & Tarasawa, B. (2020). The COVID-19 Slide: What Summer Learning Loss Can Tell Us About the Potential Impact of School Closures on Student Academic Achievement. Collaborative for Student Growth, NWEA Research.
- Los Angeles County Schools. (2020). Rising to the Challenge of COVID-19. A Planning Framework for the 2020-21 School Year.
- Melnick, H. & Darling-Hammond, L. (2020). Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries. Policy Brief, Learning Policy Institute.

Timeline

- May 18: Strategic Team assembled
- May 22: Planning Strategy and Guiding Principles completed
- May 25: Tactical Teams formed
- June 15: Phase II parental preference information sought
- June 19: Draft Tactical Plans completed and presented to Superintendent's Cabinet
- June 30: 2021 EGUSD Educational Plan presented to the Board of Education
- July 6: 2021 Educational Plan information shared with parents/students
- August 3: 2020-2021 school year begins for year-round schools
- August 13: 2020-2021 school year begins for modified-traditional and traditional schools



EGUSD 2020 – 2021

Start-Up Planning Process

Ensuring the health and safety of students, families, and staff while providing high quality educational services to all students

Planning using the lenses of Equity, Access & Innovation