Health Care, Students, and K12 Schools in Sonoma County:
A Vacuum in the Intersection

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June 2020

A Portrait of Sonoma County - congruence

Many factors play a role in the health of the community: the design and construction of our communities; educational attainment; affordable housing; economic stability and employment opportunities; climate change; access to healthy and preferably locally produced food - all affect our ability to live, work, learn, and play in Sonoma County.
- Rita Scardaci (Director, Sonoma County Department of Health Services (2014)

The 2014 Portrait of Sonoma County is the most recent county-wide snapshot of our community. In part, the report stems from a commitment by the Sonoma County Board of Supervisors to health and community well-being. The supervisors have continued their commitment to a Health Action vision where possible future investments in health and wel-being are identified. The Health Action initiative seeks to move beyond direct medical care and instead focus on a variety of determinants - economic opportunities, community partnerships and inclusion, and, significantly with regard to this research, living and working conditions in homes, schools and workplaces.

The report identifies equity concerns relative to health care across the county. For example, the Human Development index which measures various well-being indicators on a range of 1-10 finds significant disparities related to income. East Bennett Valley has a Human Development Index of 8.47 while just a few miles away, Roseland Creek's index is 2.79. In human terms, life expectancy rates can be as much as 10 years apart - almost 86 years of age in Bennett Valley versus 75 years of age in downtown Santa Rosa.

Access to a quality education, the report says, is a "fundamental social determinant of health." (SC Portrait, p. 47). Every additional year of education is associated with 1.7 additional years of life. This is mostly because well-educated people tend to have "greater access to and (better) understanding of health-related information." The report also points out that access to education is only part of the formula; the quality of that education is also critical. But because measuring educational outcomes (quality) is so difficult across the country, the Human Development INdex does include education quality in the index.

The research in this study is intended as a jumping off point with regard to schools and their intersection with health care. The missing link identified by the American Human Development Index above is part of the work necessary to inform health care providers about students and more closely link the work of school with the health outcomes of its students.

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EXECUTIVE SUMMARY:

This study explores the generally loose connection between the K12 education system and health care in Sonoma County. Through an exploration of twenty years of K12 staff data by ethnicity, gender, and experience, as well as staff surveys and interviews, as well as other individual stakeholder interviews, the study finds a missing focus on student wellness. The intersection of the health care and school space is vacant, not because the "traffic officer" has been reassigned but because the intersection has never been staffed. Recommendations include creating a system to better exchange information across the K12 health care space, creating a system of Tier 1 student wellness checks that are passed up the grade level span, and increased focus on mental health among students and staff. The study also examines a lack of role models for many K12 students in Sonoma County: while almost 46% of students are LatinX, less than 9% of certificated teachers are LatinX, with 11% of administrators LatinX. The study examines this growing gap and the implications for health care, exploring solutions via interviews with school staff, the healthcare profession, and post-secondary educators.

The study also considers specific shifts encountered in the Covid era and poses targeted questions about school resumption in the fall of 2020. One major concern identified by many is the simultaneous tourniquet in funding that districts and the healthcare industry is experiencing while the needs of students, particularly in Title 1 schools, ramp up. Powerful voices will need to circle funding for student wellness at a time that other priorities are being identified.

Personal Note: It should be noted that staff across the county in schools, health care systems, and district offices took precious time during the Covid pandemic to interact via interview. I am in debt to those whose generous spirit contributed to this study. The interviews, in particular, bear this out.

Staff by Ethnicity:

The tables below capture the ethnicity of staff at Sonoma County K12 public schools in 2018-19, first for certificated teachers, then pupil services (personnel who are certificated employees who provide direct services to students but are not teachers, such as counselors, nurses, psychologists, social workers, research specialists, speech specialists, and other medical personnel), and ALL certificated staff.

Teachers/Pupil Services:

Certificated Teachers (2018-19)

49 SONOMA County

Level	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
County	49	325	19	61	7	14	25	3,381	42	278	4,152
State	00	64,904	1,579	17,867	925	4,708	11,998	188,229	2,985	14,275	307,470

Pupil Services (2018-19)

49 SONOMA County

Level	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
County	49	65	2	16	0	4	7	426	5	10	535
State	00	8,103	178	2,070	113	861	1,883	18,653	296	1,659	33,816

All Certificated Staff (2018-19)

49 SONOMA County

Level	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
County	49	432	23	79	7	18	34	4,079	48	307	5,027
State	00	78,420	1,866	20,938	1,110	5,851	15,765	220,539	3,506	16,764	364,759

Disaggregated by District (2018-19)

Name	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
Alexander Valley Union Elementary	4970599	0	0	0	0	0	0	12	0	0	12
Bellevue Union	4970615	5	0	3	1	1	1	68	0	0	79
Bennett Valley Union Elementary	4970623	0	1	1	0	0	0	51	0	0	53
Cinnabar Elementary	4970649	1	1	0	0	0	0	14	0	0	16
Cloverdale Unified	4970656	3	0	0	0	0	1	75	0	0	79
Cotati-Rohnert Park Unified	4973882	15	0	2	0	1	1	50	0	257	326
Dunham Elementary	4970672	0	0	0	0	0	0	11	0	0	11
Forestville Union Elementary	4970680	0	0	0	0	0	0	16	0	0	16
Fort Ross Elementary	4970698	0	0	0	0	0	0	2	0	0	2
Geyserville Unified	4970706	2	0	0	0	0	0	18	0	0	20
Gravenstein Union Elementary	4970714	0	0	0	0	0	0	49	0	0	49
Guerneville Elementary	4970722	25	1	13	0	1	8	276	0	0	324
Harmony Union Elementary	4970730	4	0	0	0	0	1	40	0	0	45
Healdsburg Unified	4975390	15	1	2	0	0	0	67	0	0	85
Horicon Elementary	4970763	0	0	0	0	0	0	6	0	0	6
Kashia Elementary	4970888	0	0	0	1	0	0	0	0	0	1
Kenwood	4970789	0	0	0	0	0	0	15	0	0	15
Liberty Elementary	4970797	12	0	7	0	0	1	169	0	0	189
Mark West Union Elementary	4970805	4	0	1	0	0	0	71	0	0	76
Monte Rio Union Elementary	4970813	0	0	0	0	0	0	7	0	0	7
Montgomery Elementary	4970821	0	0	0	0	0	0	3	0	0	3
Oak Grove Union Elementary	4970839	5	0	2	0	0	0	88	4	0	99
Old Adobe Union	4970847	13	0	2	1	0	0	83	0	0	99
Petaluma City Elementary	4970854	7	0	1	1	0	1	130	2	0	142
Petaluma Joint Union High	4970862	19	2	4	1	4	1	232	2	0	265
Piner-Olivet Union Elementary	4970870	5	0	2	0	0	0	51	0	0	58
Rincon Valley Union Elementary	4970896	4	2	0	0	0	0	184	0	4	194
Roseland	4970904	20	1	2	0	3	1	109	3	0	139
Santa Rosa Elementary	4970912	34	1	5	0	1	1	253	3	1	299
Santa Rosa High	4970920	51	4	5	0	2	5	451	10	2	530
Sebastopol Union Elementary	4970938	0	0	0	0	0	0	49	0	1	50
Sonoma County Office Of Education	4910496	3	0	1	1	0	1	52	0	0	58
Sonoma Valley Unified	4970953	26	2	2	0	0	1	185	4	5	225
Twin Hills Union Elementary	4970961	2	0	0	1	0	0	62	2	0	67
Two Rock Union	4970979	0	0	0	0	0	0	11	0	0	11
Waugh Elementary	4970995	0	0	0	0	0	0	37	1	5	43
West Side Union Elementary	4971001	1	0	0	0	0	0	8	0	0	9
West Sonoma County Union High	4970607	4	1	0	0	1	0	86	5	0	97
Wilmar Union Elementary	4971019	1	0	0	0	0	0	13	0	0	14
Windsor Unified	4975358	43	2	5	0	0	1	216	5	2	274
Wright Elementary	4971035	1	0	1	0	0	0	61	1	1	65

Snapshot of 2017-2018 Disaggregated data highlighting Cotati Rohnert Park data

49 SONOMA County

Name	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
Alexander Valley Union Elementary	4970599	0	0	0	0	0	0	8	0	0	8
Bellevue Union	4970615	7	0	3	1	0	1	80	0	0	92
Bennett Valley Union Elementary	4970623	0	0	1	0	0	0	54	0	0	55
Cinnabar Elementary	4970649	1	2	0	0	0	0	14	0	0	17
Cloverdale Unified	4970656	5	0	0	0	1	0	74	0	0	80
Cotati-Rohnert Park Unified	4973882	22	0	4	1	1	4	293	0	3	328
Dunham Elementary	4970672	0	0	0	0	0	0	11	0	0	11
Forestville Union Elementary	4970680	0	0	0	0	0	0	16	0	0	16
Fort Ross Elementary	4970698	0	0	0	0	0	0	3	0	0	3
Geyserville Unified	4970706	2	0	0	0	0	0	18	0	0	20
Gravenstein Union Elementary	4970714	0	0	0	0	0	0	47	0	0	47
Guerneville Elementary	4970722	1	0	1	0	0	0	16	0	0	18
Harmony Union Elementary	4970730	2	0	0	0	0	1	37	0	0	40
Healdsburg Unified	4975390	11	1	1	0	0	0	78	0	2	93
Horicon Elementary	4970763	0	0	0	0	0	0	7	0	0	7

Occasionally, a dataset can have internal collection problems. In the 2018-19 Dataquest (from the California Dept of Education, two data concerns arise. First is the large number of no responses (257) in the Cotati-Rohnert Park District (CRPUSD) for 2018-19. Because this is such a large district within the county, this can alter the data picture. The second is the number of teachers listed for Guerneville Elementary (324) for a district serving about 260 students.To adjust for this anomaly, I have substituted the numbers for 2017-18 where all CRPUSD responded. In 17-18, the district had 328 teachers (versus 326 in 18-19). I also used 17-18 numbers for Guerneville (18 teachers) (see snapshot above). With these adjustments, the following table compares the ethnicity of teachers in Sonoma County during a twenty year time period, 2018-19, 2007-08, and 1997-98.

TABLE 1: Sonoma County Certificated Teachers by Ethnicity (timespan)

	AI	Asn	PIsld	Filip	Hisp	A/A	White	2/M	No Res	TOT
18-19	18 .5%	51 1.3%	8 .2%	14 .4%	308 8.0%	20 .5%	3362 87.4%	42 1%	24 1%	3847
07-08	16 .04%	50 .1%	5 .1%	4 .1%	225 5.7%	21 .5%	3579 90.9%	39 .1%	69 .2%	3939
97-98	25	38	4	2	170	28	3449	18	1	3734

	.7%	1.0%	.1%	.1%	4.6%	.7%	92.4%	.4%	.05%	

Source: CDE Dataquest

It should be noted that the total Hispanic teaching population for 2018-19 has almost doubled since 1997-98. However, the white teaching population has remained the clear majority, dropping by only 5 percentage points in the last 20 years.

It is critical then to examine these shifts in teaching population relative to the shifts in student population in the same time span (Table 2).

TABLE 2: Sonoma County Student Population by Ethnicity (timespan)

	AI	Asian	PIsln	Filip	Hisp	A/A	White	2/M	No Resp	TOT
18-19	.9%	3.1%	.4%	.8%	45.6% (31799)	1.6%	42.0% (29288)	4.4%	1.2%	69734
07-08	1.3%	3.7%	.5%	.8%	34.2% (24280)	2.4%	53.6% (38053)	1.7%	1.8%	70994
97-98	1.3%	3.4%	.5%	.5%	18.9% (13412)	2.6%	72.8% (51664)	0	0	70967

Source: CDE Dataquest

I note that in the last 20 years, the Hispanic student population has increased significantly, from 18.9% to 45.6% of students, now a plurality of Sonoma County students. It is alarming that the *number* of Hispanic teachers is so disproportionate to the student population (8% teachers to 45.6% students; 308 teachers to 31,799 students), a ratio of 1:96. Proportionately, white students (29288) are taught by white teachers (3362) in a 1:10 ratio. This data is presented as background. It will take further inquiry to determine if this disproportionality has any negative effects relative to health and wellness.

Administration:

The data regarding administrators is similar during this twenty year time span. The number of administrators in general has grown from 334 to 405; the percentage of HIspanic admin has increased from 4% to 11% accounting for most of the 8% drop in White administrators during this span. However, like certificated staff, 8 in 10 administrators are white.

(In the Results Interview section, I discuss possible reasons for this continuing disparity.)

Administrators by Ethnicity (2018-19)

49 SONOMA County

Level	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
County	49	46	2	6	0	0	2	328	1	20	405
State	00	6,295	128	1,196	87	323	2,131	16,209	267	995	27,631

TABLE 3: Sonoma County Administrators by Ethnicity (timespan)

	AIn	Asn	PIsln	Filip	Hisp	A/A	White	2/M	No Resp	TOT
18-19	2 .5%	6 1%	0 0%	0 0%	46 11%	2 .5%	328 81%	1 .25%	20 5%	405
07-08	1 .3%	7 2%	0 0%	0 0%	23 6.4%	1 .3%	325 90.8%	0 0%	1 .3%	358
97-98	3 .9%	9 2.7%	0 0%	5 1.5%	14 4.2%	5 1.5%	297 88.9%	0 0%	1 .3%	334

LatinX Teachers/Administrators:

Within these two datasets is one additional subset to focus on. Across the state of California in 2018-19, there were 6295 LatinX administrators (or 22.8%). But in Sonoma County, only 46 of 405 administrators were LatinX (or 11.4%). Sonoma County appears to lag the state in terms of LatinX teachers

and administrators.

With regard to gender (see Gender section below), only 8 of the 46 LatinX administrators in Sonoma County are male (or 1.9%) serving a LatinX male student population of more than 20%. These kinds of disparities are concerning, particularly when the issue of **trust** is considered. See the comments of school officials regarding trust in the interview section.

(Students and parents tend to gradually develop trust with school officials; in the absence of this trust, students tend to be less connected to school and less likely to follow the advice of school officials in seeking health care.)

Classified Staff:

Current classified staff across Sonoma County reflects a similar pattern, though ethnicity is more balanced on the whole. Just over 60% of classified staff is White, with 29% Hispanic. It should be noted that barriers to entry into classified work are lower in terms of education.

TABLE 4: Sonoma County Classified Staff by Ethnicity (2018-19)

	AIn	Asn	PIsd	Filip	Hisp	A/A	Wht	2/M	TOT
18/19	35	80	12	24	825	52	1693	80	2824
	1.2%	2.8%	.4%	.8%	29.3%	1.8%	60.1%	2.5%	

Staffing by Gender

Teachers by Gender

Sonoma County teacher numbers by gender generally echo the state of California over the last twenty years. The proportion of teachers in Sonoma County has consistently been about 3 female teachers for each male teacher; the state overall shows a similar pattern.

TABLE 5: Teachers by Gender - Sonoma County/State of California Timespan

GENDER by YEAR	MALE	FEMALE	County TOTAL	MALE	FEMALE	State TOTAL
18-19	983 (24%)	3169 (76%)	**4152**	82040 (27%)	225430 (73%)	**307470**
07-08	970 (24%)	2969 (76%)	**3939**	86043 (27%)	224249 (73%)	**310361**
97-98	1013 (27%)	2720 (73%)	**3733**	76583 (28%)	194883 (72%)	**272459**

Administrators by Gender:

Over the last 20 years, administrative positions in Sonoma County have shifted to a much higher percentage of female administrators, from less than half (47.6%) in 1997-98 to more than 70% in 2018-19. This is a more profound shift than in the state (54.3% to 64%). This shift makes logical sense in that a school often draws from its teaching ranks for administrators; it is reasonable, therefore, to see a trend where female administrators in 2018-19 (70.8%) are now in proportion to female teaching staff in Sonoma County (76%). This is much more equitable in terms of gender than 1997-98, where only 47.6% of administrators were female, drawn from a female teaching staff of 73%.

TABLE 6: Administrators by Gender - Sonoma County/California Time Span

GENDER by YEAR	MALE	FEMALE	County TOTAL	MALE	FEMALE	State TOTAL
18-19	118 (29.2%)	287 (70.8%)	**405**	9897 (36%)	17734 (64%)	**27631**
07-08	141 (39.4%)	217 (60.6%	**358**	11742 (41%)	16895 (59%)	**28665**
97-98	175 (52.4%)	159 (47.6%)	**334**	10348 (45.4%)	12377 (54.3%)	**22799**

Teacher Experience (Years of Service/Placement):

The table (Table 7) below describes average years of service, average years in a district, and number of first and second year teachers per district in 2018-19. I cannot draw any obvious conclusions from this data. Average years of service are fairly consistent across districts, most near the county median of 13 years of service. In general, multiple studies have found that schools serving low-income students tend to have greater levels of teacher attrition, thereby bringing more novice teachers into challenging environments. The most recent of these is the Harvard Novice Teacher Placement Pattern (May 2020). (see discussion below table). Disaggregating the data in Table 7 by specific school and income level and matching it to teacher experience and longevity may demonstrate a need but the topline data on longevity suggests such a finding would be relatively weak. In other words, Sonoma County schools in general seem to have fairly stable teaching staffs by experience.

TABLE 7: Teachers by Average Years of Service and Novice Staff

49 SONOMA County

Name	Code	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
Alexander Valley Union Elementary	4970599	12	9	0	0
Bellevue Union	4970615	12	10	7	6
Bennett Valley Union Elementary	4970623	14	11	5	2
Cinnabar Elementary	4970649	8	6	4	0
Cloverdale Unified	4970656	15	12	7	4
Cotati-Rohnert Park Unified	4973882	12	10	27	30
Dunham Elementary	4970672	13	10	0	1
Forestville Union Elementary	4970680	9	6	1	2
Fort Ross Elementary	4970698	20	14	0	0
Geyserville Unified	4970706	8	6	5	4
Gravenstein Union Elementary	4970714	12	7	2	6
Guerneville Elementary	4970722	12	5	3	0
Harmony Union Elementary	4970730	15	10	0	1
Healdsburg Unified	4975390	12	9	8	7
Horicon Elementary	4970763	12	5	1	1
Kashia Elementary	4970888	12	2	0	0
Kenwood	4970789	16	10	0	0
Liberty Elementary	4970797	10	5	5	9
Mark West Union Elementary	4970805	16	14	2	8
Monte Rio Union Elementary	4970813	11	8	1	0
Montgomery Elementary	4970821	24	24	0	1
Oak Grove Union Elementary	4970839	14	8	5	8
Old Adobe Union	4970847	11	8	14	7
Petaluma City Elementary	4970854	15	10	3	3
Petaluma Joint Union High	4970862	16	12	4	7
Piner-Olivet Union Elementary	4970870	12	10	8	6
Rincon Valley Union Elementary	4970896	12	10	7	8
Roseland	4970904	9	8	16	5
Santa Rosa Elementary	4970912	11	11	32	51
Santa Rosa High	4970920	11	11	43	95
Sebastopol Union Elementary	4970938	16	9	3	5
Sonoma County Office Of Education	4910496	14	10	7	4
Sonoma Valley Unified	4970953	12	9	30	7
Twin Hills Union Elementary	4970961	13	10	2	5
Two Rock Union	4970979	9	8	2	1
Waugh Elementary	4970995	20	16	0	1
West Side Union Elementary	4971001	20	13	0	0
West Sonoma County Union High	4970607	17	13	7	5
Wilmar Union Elementary	4971019	7	6	0	2
Windsor Unified	4975358	12	12	4	27
Wright Elementary	4971035	12	10	4	2

Report Total

Level	Code	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
County	49	13	10	269	331
State	00	14	12	18,890	18,793

The Harvard study referenced above (which focuses on Grade 4-8) points to multiple districts across the nation where novice (first year) teachers are placed with lower performing students. The study found that students with relatively low scores in Math were more likely to be placed with novice teachers rather than

with teachers with four or more years of experience. The study states that schools serving middle school grades may be more likely to have tracking systems that assign students to classrooms based on their level of academic preparation. Thus, larger within school disparities may be the result of novice teachers being disproportionately assigned to basic or remedial math classes.

Novice teachers, on average, are estimated to be less effective, which means they increase student achievement at lower rates than their more experienced peers. Also, the students placed with novice teachers are exactly those who need to accelerate their performance if they are to catch up. Systematically placing them with novice teachers can compound students' academic difficulties and exacerbate the existing achievement gap. However, the question of placement remains one for further study. The study poses questions about student placement, theorizing that priority in placement decisions should center around math scores. However, student placement is multi varied. Variables include:

- Difficulty in finding new teachers for certain schools, salary parity, etc.
- Internal politics within a school site regarding placement (i.e. this is the way we have always done things)
- Specific expertise - Physics, Calculus, US History, Advanced Placement training
- Formal or informal arrangements where more experienced teachers play a part in choosing their placement.
- Parental pressure and influence - "I want my son to be with (experienced teacher) Mrs. X." - thereby filling up spots in a section with possibly high-achieving students.
- In most elementary schools in Sonoma County, there are two teachers per grade level; thus placement is either one or the other. Sometimes, teachers/principals agree to separate behavior problems such as two 3rd graders who contributed to a difficult learning environment when together who are then separated at Grade 4.
- Grouping by language development to create focal groups.
- Maintaining gender balance.
- Personality factors, including outgoing, shy, etc.

- Teacher retirements/new hires with experience versus novice

Experience does eventually lead professionals to work with higher performing sets. This occurs across all professional fields. For example, a young lawyer in a legal firm may be assigned a case that deserves the expertise of a veteran; however, the economics of the case, potential return to the legal firm, etc. may be considered before placing the case. In schools, math instruction typically ladders up, from Math1-Math2-Math3 (Algebra-Geometry-Algebra2), then to Trigonometry, Stats, and Calculus. School experience is necessary to tackle the more complex subjects, as is significant experience with working on the sequence of math that leads to advanced coursework. This is echoed in science, with Physics and Advanced Chemistry. In most schools, veteran educators teach the advanced subjects for these reasons. As one middle school principal noted, there is a "climbing the ladder kind of thing" that happens where a teacher gradually gains the experience necessary. Another high school principal said: "We aren't as flexible as people might think in teacher placement. There are certain teachers who have the skill and experience to teach the upper courses. I can't just put a first year teacher in Calculus when he or she hasn't taught any of the math sequence yet."

Principals are often accused by teachers (particularly at the elementary level) of "caving" over the summer and making changes to published class lists due to parental pressure. One elementary principal said: "Student placement is a very tricky process. You have to have priorities in terms of student achievement and placing the low performers with the best teachers. But there are so many factors that go beyond a state testing score. I meet with each grade level team to go over placement and then we do our best to make it work. Most of the time, we're able to make it work pretty well." When shown the Harvard study, the same principal was skeptical about how to change things. "The Math score is only part of the equation. There is also, where are my teachers now, who is retiring, which teacher is moving grade level, are any new hires experienced or first years, and even is that experienced teacher really better than the new teacher? There are so many questions." To truly get at the heart of the question of student placement would require a specific study of cohort sites and an assembling of placement process at each site. In my experience, the bulleted list above is only a sample of potential variables. One additional factor is the accumulation of state data;

principals complain that state data arrives after placement decisions have already been made.

Results/Findings on Data:

1. **Certificated staff and administrators are significantly disproportionate in terms of ethnic background. LatinX students (almost 46% of the Sonoma County student body) are served by 8.6% LatinX teachers and 11% LatinX administrators.**
2. **As students and parents seek the trust of schools and school personnel in order to access health care, schools may not offer enough of the kinds of role models who engender that trust.**
3. **In terms of gender, Sonoma County certificated teachers continue to remain at a 3:1 ratio female to male. Significantly, in the last twenty years, Sonoma County administrators are now in proportion to the teaching ratio, moving from 48% in 1997 to 71% in 2018-19. This may or may not have ramifications for male students.**
4. **Teacher placement by experience remains an extremely difficult question for school administrators. While it seems obvious to place experienced teachers with the lowest performing students, this study suggests that the multiple variables involved in student placement muddy the question. Further direct school cohort study is recommended.**

Qualtrics Survey and Interviews with Administrators

A Qualtrics survey was developed and administered to 10 administrators and school counselors county wide. Of these, 7 responses were received. Each of these seven were further interviewed for specific follow up.

In the initial survey, three elementary principals, two middle school principals, one high school principal and one high school counselor responded. The range in Socio-Economically Disadvantaged students at these school sites ranged from 25-83% with an average for all students at 48%. There was a range of responses regarding familiarity with students' health care, from Extremely Familiar to only Slightly Familiar. All of the respondents reported the following:

- no health clinic on campus
- school nurse available 1-3 times per week
- health care on campus is limited to Vision/Hearing screening and minor accidents requiring treatment
- health care is often administered by school secretaries and admin
- knowledge of student's health insurance was "important" or "critical" information

Follow up Interviews from Qualtrics Survey. Questions are centered around intersectionality of schools, students and health care.

1. **Do you think student health and welfare is directly linked to positive academic performance and learning? If so, can you describe any specific examples. What makes you think that this is so?**

Director of Curriculum - Yes, there are more examples in lack of health - good home life where it has had a negative impact. One kid comes to school with clothes 3 sizes too small - lots of behavioral issues and focus issues - related to academics. The principal reached out to the parent with a grocery program at the school. The boy came back more confident but lots of loss of learning. Needed intervention quicker. It just makes sense that healthy kids equals better performance.

High School Principal - Yes, I think that when we look at student wellness, hygiene as an indicator, weight gain or loss for potential issues, dental issues are very common, all of these things are distractions for students. It's hard to focus when you're feeling discomfort or pain - hunger, toothache, existing condition, eye issue. There's a direct correlation between performance and well being. As well as mental health which we see more and more. I can't think of a specific case but it happens all the time.

Elementary Principal #1 - I think that as far as student health, linked to positive academic growth, absolutely! This year, a student had rotted out teeth and the parent just didn't take him to the dentist. It was one of those general wellness steps. So it resulted in a major impact in her teeth and in her attendance and her focus in the day when she was at school. Especially impacted time at school and attendance for the treatment...Typically, no news is good news on the health care front. I do know that student welfare level when we do reach out and make sure they're being taken care of. We see an impact when we reach out with phone calls and say hey, how are you. That inquiry in a non punitive way that has immediate effect. Child is often there on time and up to the game the next day

For whatever reason, it might be as simple as dropping off the elementary kid first then going across town to deliver high schooler second. Students who don't have positive role models will lack health care. Mentor Me, for example, is a tool in establishing those quality relationships. They can help us figure out where the need might be.

Elementary Principal #2 - I think it (health care) has the potential to be a direct link but it's more complex than that, given the current political climate. There should be property tax equity, less immigration hostility, the overall hostile political climate, the divide between rich and poor, the pandemic that disproportionately affects brown/black families - once we prioritize those things, there may be space for student health and welfare.

The way in which I try to tackle it is supporting parents with navigational capital so they understand how to navigate systems. I'm speaking from the perspective as my 6th year of principal at a Title I school. My experience is in Title I schools - work and advocating and providing navigational capital with families who are disadvantaged by the dominant culture.

It's also important to enlist others to help. We need to keep looking for safe ways to educate parents (and students) about health care. We send most of our ELAC parents to Petaluma Health Center.

High School Counselor - Yes, absolutely, basic needs of someone - food, clothing, shelter, but if you're not feeling good, it's harder to get something done. Learning is much harder. One student story - one of her hurdles is she suffers from migraines and IBM (irritable bowel syndrome) - It keeps her out of school and she has attendance issues. She tries to make up the work, but there's a sense of embarrassment within her. Another student - AC - battling leukemia since 6th grade, missed junior year of HS, earning no credits this year. Though that's an extreme example, I know. ...oh, then there's MB - suffered a serious illness that was a weird one, like a syndrome that no one knew what was wrong. He was out for four or five weeks. Tried an IS program, but he was someone who already had a strong aptitude and work ethic. So he managed to get back on track. It was all the family and what they could support with tutors and family dynamic. Without that, I don't know if he would have made it all the way back. Health is one key factor for sure.

Middle School Principal - Yes, students need to feel physically and emotionally secure in order to be in a place where they can learn. A year ago we had a student whom we consider a "runner." She hated school, thought her teachers didn't like her, and there was some serious emotional abuse and neglect taking place at the home. She would frequently leave the school site during the school day, and get lost because she didn't know the neighborhood. She finally made a connection with one of our counselors who convinced her parents to seek medical assistance and a year later, she loves school, she has perfect attendance, she is getting a 3.0, and has begun planning for her future.

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2. **Do you think schools and health care should be more closely linked? If yes, how specifically? Discuss how you think schools could contribute to better health outcomes for students.**

Director of Curriculum - Yes, I don't think any school district prioritizes health care, especially in mental health and counseling. One nurse for the whole district that we share. The loudest site gets priority (which sucks). If we prioritized mental health, we would all be better off. The problem is how do you shift that?

Kaiser does assemblies - we like that. I don't know if they have people who volunteer. The philanthropy piece is big and I don't know where that's going (in Covid). St Joe's Health has had some impact with programs.

We don't have clinics but we have a nurse available (to rotate) for each site. But then a diabetic kid who needs help at a different site means she (the nurse) will go there instead. One of the schools in another district had a community center with mental health, but I don't know if that still exists.
We do our little health assessment with some students (through counselors) but we send them elsewhere and we don't know if (the student) ever gets there. Transportation to the clinic is hard. An onsite clinic would be awesome. We need to improve our data in giving them RTI summer school but maybe it's just as simple as health welfare. Maybe we're chasing the wrong thing. We could explore this more but funding is going to steer us in different directions.

High School Principal - Yes, there are models throughout the country - community school models. Extreme of having clinics on campuses when there are doctors and dentists that are available to students. In the county, we have the travelling vans that do dental work. I like the community school model - dental-medical, mental health on campus - it also plays a factor with securing employment. The whole person needs to be addressed and the whole family where all these services are provided on campus.

But this is not in our district.

Yes I think school systems should be more proactive - it benefits our for-profit medical providers. It's in everybody's best interest to have these accessible services for the most vulnerable populations. What happens is it comes down to dollars and cents. School districts are looked at to pony up but we're not revenue generating entities so it's hard for us to get those kinds of services on campus. You could say there are grants out there but then you have to pay someone to do that work. You look for other entities to do that work, maybe Kaiser coming forward - how can we work together? We're one of the hot spots that has one of the most vulnerable populations.

Elementary Principal #1 - I would talk about coordinating services. We sometimes get the message from doctors (and the health system) - your school should assess, you need to assess testing - get that feedback from doctors, psychologists. A lot of time it comes off as dismissive. This is the schools

responsibility, not ours, (they say). Especially with ADHD. Doctors are essentially coaching parents to request a full assessment. I'm not sure how health care providers view each school. Is it consistent? Whose job is it? Hot potato...

It seems like a CPS level of negligence on health care is possible. But I think to have a checklist of things of what are health care requirements would be good. Hand in hand is making sure we connect them with the right service to have parents do what we ask. I was lucky enough to have a family engagement person and partnership with Seneca - social workers with connections. That can lag if the school loses those kinds of services.

I think it comes back to coordination. Kaiser will have family outreach and other providers will have outreach. It's more about - it seems like we just need someone from the Health Care providers - counseling - list of resources - meeting the families. This is something we can handle in house. But if we have a huge increase in families needing health services, it can be overwhelming. Best case scenario - Title 1 schools would need services in particular. So health care providers should echo the needs of the schools and their students. Build that capacity to help those families no matter what they do. They should be intentional and cognizant about where they place their resources. We should probably send someone into school with high SED or high levels of poverty.

Elementary Principal #2 - We love the free Kaiser assemblies. They make a difference. We actually would love a clinic on campus where parents could make appointments, children could go during the school day or after school day, because at least (at our school) we have a nurse for only a short while. One day a week on Thursday. The nurse is mostly limited to vision and hearing. Instead, office managers and admin are filling in for these medical services. I'd love to have a more direct partnership with medical services especially with marginalized families. That's why it makes more sense to have an on campus facility because of trust already established with families. Without trust, the families may not go to the health care.

High School Counselor - Yes, the first school I worked at had a health center across the street. They had teen drop in hours every Tuesday. Students would come see me (the counselor) and then get a pass to see clinic. There were many appointments related to STDs and reproductive health where the student didn't want parents to know. But it was also students who didn't have access to health care so (Canal District of San Rafael) - I found that the clinic was really helpful.

Because the student could go through the counselor, information was private. I'm curious about other schools' experience with health centers. Has it helped? But there seems to be a disconnect - I might refer to the Petaluma Health Center but I don't have faith that the student will follow through and get the help. I wish I could confirm.

I get doctor's notes all the time that are very generic and basic - vague request for accommodation. What kind of accommodation would be reasonable? Schools don't have full time nurses. I get notes that I have no training around. Perhaps better or more training for counselors to better link with health. What do health services know and do out there that we don't?

If there was better communication, onsite health center, information clearinghouse, things might be better.

There is also no equity. Better equity. Income inequity. Something to balance it out.

Would Kaiser offer more trainings about common health concerns that impact students? Teachers, counselors, administrators on concussions, anxiety, ADHD, - what are the docs seeing and what can we do? What is a better universal protocol we can use? Doctor notes that are more specific - a full time nurse. So could Kaiser fund part of a school nurse to oversee? Could healthcare providers assist schools directly? In high school, it happens in small pockets - PE9, health classes at this school. When kids graduate and go off into the real world, they may not seek health care. The student leaves without the tools to see a doctor and understand why that's important. More education around health care so people know their rights. If you've gone the first 30 years of life without a doctor, why would you start?

Middle School Principal - Yes. There is a disconnect between doctor prescriptions or "school recommendations," and what actually happens at a school site. Almost on a daily basis, we receive Doctor's notes suggesting students be placed on a 504 or provided an IEP with specific accommodations that just don't make sense educationally. Additionally, anxiety and depression in our youth is on the rise across the country and sometimes medication is needed, but this doesn't get at the root of the problem. Schools and health care providers need to work more closely to pinpoint the potential reasoning behind a student's anxiousness, often stemming from electronic addiction and family neglect.

3. **Do you know of any specific students who do not have access to health care? If so, can you describe one of these student situations anonymously, including how the lack of health care may have affected the student's performance?**

Director of Curriculum - I can't think of a specific student. In the district office, we hear of things but don't directly manage the student health care.

High School Principal - Hard to be specific. There are so many...

Elementary Principal #1 -I can think of five or six families who could benefit from some kind of direct support. Most are aware of Medi-Cal but as far as dental and counseling services, I don't know. There are also cultural issues about accessing those services. Undocumented families may not and then there's lack of translation servcies. Most in our community have some medical support. But we don't say what kind of health care do you have? We don't pry too much.

Parents and students trust their teachers and trust their school - they don't know what else to do. Some parents may not always feel that trust. Then they are really stuck.

There's a huge power balance in the doctor's office that well educated adults struggle with, but layer on undocumented, langauge problems...and it gets worse.

What if you had a list? - Tier 1 wellness check. So you know where everyone in the school is in terms of health care. And you update it and pass it along the K12 line.

Teachers don't have to feel like "Am I asking this the wrong way?" If there was a system and protocol in addressing parents with a clear set of questions, HIPA, etc, then who knows?

Elementary Principal #2 - Last year, we had a fifth grade student who literally went blind at school because of undiagnosed MS. So we - it was really tricky - do we call 911, knowing her immigration status? We eventually took her to PVH emergency, then to Children's Hospital in Oakland while they tried to figure out

why she couldn't see. Her vision did return. Now she has an IEP which supports her. MIssed weeks of fifth grade. The interesting thing about the question is I don't know how this affected her. How big a disruption was that event for her academically? When do those events show up in testing?...This kind of thing happens more frequently than you'd think.

High School Counselor - I feel like I have a lot of students who don't have access to health care, but it's probably an assumption rather than hard data. Some students might have access but don't use it. Student example - RD - he's complained throughout the year about headaches, issues with running, failing PE. Everytime our intern talks to him and encourages him to go to the doctor. OK, OK he says, but he hasn't been. Latino boy. I don't know if it's lack of health care or other reasons. He seems to have some fear around health care - physical, mental - in general not getting the "right" amount of health care he needs.

Students will repeat stories to me about "minor" health complaints who never seem to get it looked at. Sounds like their needs are not being met.

Middle School Principal - I don't think it is so much about the lack of health care, but rather the expense of a medical visit. We have families who are struggling just to feed and clothe their child, and they only go to the doctor's in an absolute emergency. Therefore psych visits, counseling, family therapy...these are not a high priority for our SED families. I can think of plenty of cases of our students not having health care, but in each case the school has directed the families toward Petaluma health and I assume they have received a minimal level of care needed. Each case I can think of has to do with mental health, and yes, students who are filled with anxiety, depression, and have suicidal ideations tend to have lower grades.

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4. **What is the present like teaching in Covid 19? Ramifications? Planning for the future?**

Director of Curriculum - We sent our plan to teachers. I think it's been OK but nothing like in classroom stuff. Summer program is developed. The Fall? Personally we don't know yet. There's too many unknowns. Our suggestion is to survey parents and teachers. In our elementary schools, the biggest issue is

daycare. 435 of our kids (in the district) are low income so an A/B schedule (alternating days) is hard to do in that context. Planning for regular school with small class sizes as we can but then have other options if we need them.

The budget is a big issue. We can cut all our programs. We will find out soon how much to cut. The extra stuff will be gone.

High School Principal - For us, we've started to have teachers start to identify what's working and what challenges you have. Worst case scenario is the model we're in now, all online. Planning for that, we will be better prepared. We all want to be back in the classrooms, but making sure we can do what we're doing now better, what we have to plan for.

Restarting in the fall if we are all remote? Yes, it's going to be tough. If we are Zooming with brand new kids without connections is going to be critical. We're going to have to spend more time developing those connections with our incoming students - freshmen in particular. Theater, sports and those other connections may not be present. Those are just as important. Student engagement will be hard because you have a whole new medium. Some of our older staff - I'm a non digital non native to that, so I'm learning how to be an effective user of this technology - it's a real challenge.

Elementary Principal #1 - It would be important to have testing available. The right resources - check temperatures, assessing the wellness of our kids. Do we have the resources to address the needs we have? Keep things cleaner, have more space. A blended thing - kids coming half the time, for instance, two groups of kids coming everyday rather than the one (set of) kids two days a week. We do have resources that can keep our staff and students safe. Now if we have some kids at home that do distance learning in the fall, who will coordinate? Lots of capacity issues. Can we do a hybrid? How much will it all cost? How will the staff manage it all?

I'd like to think that what we've been trying to work toward is to bring better MTSS strategies and interventions. There's nothing stopping us from asking the deeper questions. How's your household? How is the schedule? How is this affecting attendance? How can we help you keep doing this and do this again in August? I don't think it's off the table at all. We need to know those at risk families are more at risk. The only thing changed is the Tier 1 need has grown - struggling to balance distance learning. Bigger population that needs help.

Elementary Principal #2 - If I had direct knowledge of student insurance status, it would help. But HIPAA rules, and those IEP moments when the Medi-cal question is posed. I don't know if it's about privacy - if they may be judged if they're on Medi-Cal instead of Kaiser, but it's an obstacle.

At our school, we are 83% Free and Reduced kids. On Zoom, we were getting about 50% of the students at first, but now less and less (in late April 2020).

The fall is an unknown. We are planning at the district level for getting back to classrooms but I wonder if we shouldn't plan for all online. We know how to do classrooms.

High School Counselor - It has been very challenging as a school counselor - trying to connect with students via online mediums has been difficult. Students have been resistant to zoom/phone calls, so much of my communication is via email which has taken away the feelings and emotions that come along with human connection. Everything has been very transactional - mostly around classes, grades, future college classes, etc. whereas typically in my job, though that is a big part of it, having connections with kids and knowing what is happening with them on a personal level is an important part. If we do this again in the fall, I hope that I can get more students to sign up for zoom or phone meetings with me rather than just email. If I did not know the students, it would be hard and I would probably want to have a welcome zoom video for my incoming freshmen.

Middle School Principal - It's been tough but the teachers have stepped up. Learned some tech on the fly and been making the calls to parents, keeping them all involved.

Opening in August - I fear that we won't be able to see students in the fall or maybe all year. Imagine that students test positive in August - will parents send their kids here?

I think I said yes if we could partner with health care, it would be extremely beneficial especially for mental health. Sadly we have doctors giving out meds for 504s and IEPs. It really isn't educationally sound. Restorative practice kind of stuff where they do their circles or rounds and come see the kids at sites. I know that can't happen, but...

That being said, we (schools) are already running lean. It would take a commitment from district to add these services at a time when I know they want to cut. We could find space for a health care team to keep an eye on a kid if the health care providers had staff to see students here, but obviously there are privacy and other things in the way.

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5. **What about the mental health of teachers/admin?**

Director of Curriculum - I've heard that there is screen fatigue. Comparing high school to the elementary, it seems to me the teachers in elementary are pushing much harder. Small group and office hours and hours and hours on Zoom. Constant screen time. I know they miss the face to face interactions. I think there's a lot of fear and question marks. No professional development or new curriculum for the fall. We're starting out the year in the fall with time for teachers. I sometimes end up virtually stalking people to see what they're up to. My position suddenly became how do I do distance learning. I had to send out YouTube videos. Everyone was leaning on me to be the expert in an area where I'm not. We have some transition in our district anyway so I'm not sure how I'm feeling.

High School Principal - I think right now it's tough for everybody. Teachers in some ways get overlooked, not to make comparison with health care professionals dealing with the physical aspect. Teachers are another frontline person because they deal directly with students and families, jobs being lost, all these issues - kids are stuck in these unstable homes and teachers feel that. Teachers see all this and try to manage it. Some have their own challenges - it's a significant balance that's been put on our teachers that hasn't been recognized.

We're seeing an increase of students who are saying, forget it I'm done.

For a school like ours, it's all our staff - secretary, counselor, campus supervisors - all are making contact - they are challenged by this too.

It's just completely different for me as an admin. We like to have that personal contact. Zoom just isn't the same. Developing those personal relationships are just different. All of a sudden students feel like they can articulate and say things

differently. It's harder to provide comfort and solace remotely than a one-on-one conversation to listen and really hear what you are.

Me? I'm tired.

Elementary Principal #2

Well, let me put this in terms of funding. In regards to funding, I am not hopeful. Our country, as well as the state of California, funds incarceration, not education. California is one of the lowest ranked states in per pupil funding and I do not see this increasing any time soon, given the governor's revised budget projection shortfall totaling billions. I've already sat through numerous Zoom meetings in which county officials say, "You'll have to do more with less." On a personal level, I'm doing the best I can, finding happiness where I can, like going on a walk or talking about mathematics with my daughter. I go back and forth between anger and sadness for my school community. I talk to at least one crying adult and/or child every day, or at least one adult asking me for a job because they have been laid off. Yesterday, it was announced that all hiring is frozen due to budget uncertainty. The uncertainty of not knowing what the future brings is weighing heavily on everyone. I know educators will make it work, because they are the most resilient, hopeful, and tenacious people. The only fulfilling moment is that I had an informational parent meeting the other night, which was our highest attended meeting the two years that I have been at (our school) with 41 parents present.

In regards to teaching and learning, I have worked collaboratively with teachers to encourage them to try new things, or not. No one has any training or expertise in Distance Learning during pandemic, so I just try to keep meetings and instruction from becoming an effort in futility. I have encouraged teachers to read/use learning theory research by Seymour Sarason and Daniel Willingham, as well as equity work by Zaretta Hammond, which is still applicable/current. So much of what we do now (2-3 hour zoom meetings, unlimited time on devices, etc.) goes against how people learn. I do find it reassuring that at least DL has proved grading to be 100% subjective. Our first step, together, as a staff was, "Do no harm." It will not benefit anyone to try to teach in the Fall without relationships. Our relationships with students prior to closure was one of our marginal successes, without that, we have nothing. Relationships will need to be created in new ways.

Supports (whether for adults or students) = money.

High School Counselor - In a perfect setting, testing all students/teachers school staff before school - is that a Kaiser/Blue Shield function? Teachers would need to have a plan for providing kids with education at home. It's hard because even when I'm feeling under the weather I still come to work. Is it a bit like a thing in America that we feel we have to go to work? In the long term a vaccine, but that's not in our control. In August, having an informational health care person on campus - kids/parents ask questions. Managing the fear and anxiety around Covid. Health care officials to calm people - parents don't think school people know health care and they're right.

I have had a lot of lows during this time, I went into this career to help support students and make a difference in their lives and it feels like that is much harder in an online setting. On top of that, I miss my interactions with my fellow counselors and staff members. I have definitely experienced bouts of depression, anxiety, and sadness as a result. I think offering mental health support for staff - maybe something small at the staff meetings and reminding them of our resources available through our district (like Employee Assistance Program) to help them through these times.

Middle School Principal - Covid 19 has been the biggest educational challenge of my career. It has been absolutely incredible to observe and support teachers as they transitioned to distance learning...essentially overnight. In some regard the transition will serve long term benefits, such as every teacher has had to create a website...something we have been striving to get to for years. Additionally, teachers who infrequently checked their email, or were unsure as to how they could supplement their curriculum with technology, have suddenly become skilled enough to teach lessons from a distance while also tending to student and parent questions. If/when education recovers from this pandemic, teachers now have the skills and resources to completely adjust the way they have been delivering material, and in the event of more smoke and fire days, they will immediately be able to rely upon these skills. So those are positives.

The negatives include the mental well-being of both the educators and the students. Over the past 10 weeks, we noticed students were able to hang in with their classes for about three weeks before there was a sharp drop off of attendance and participation. The only thing that brought some of them back was

the personal connections teachers and administrators have with students. Sometimes all it took was a phone call to get the student to re-engage. They need to know we care about them as an individual, and I would say that is true of our educators as well.

On a daily basis I would electronically encounter classified and certificated employees on the verge of tears. The stress of feeling pulled in so many directions with no end in sight is maddening. Many of our teachers were trying to teach their own children, and fight for bandwidth at their homes as they attempted to meet the needs of 160 students with varying learning disabilities and EL capabilities. Essentially the biggest challenge for us as administrators was helping teachers reach their students, either because of family/childcare issues, an uptick in metal health issues, or simply a lack of internet access.

The most fulfilling moments have been observing the level of professionalism within the teaching ranks. As administrators we plan professional development opportunities and send teachers to conferences in an effort to potentially make curriculum more relevant for today's learner. Very little of the "sit and get" lectures bring about any kind of change. However, when this pandemic hit I felt as though I was having to slow the teachers down. They were working harder than ever, completing their own PD out of necessity because in the end, they will do whatever it takes to deliver instruction to students. They are passionate about ensuring our students are ready for the next level, and I remain incredibly impressed with what they accomplished this year.

If we were to change anything while planning for the fall it would be specific to the secondary level. When students have six teachers, all of whom have become comfortable with varying education apps, it can be quite confusing to keep it all straight. The resounding concern from our community is the students and families are having a hard time remaining organized and planning their week. When Monday's hit, the students get a flood of emails from teachers that are automatically generated every time a google classroom assignment is entered. Many students report it is too overwhelming and they just throw in the towel and turn off their device. Additionally almost all of our teachers report they were able to make the distance learning happen due to the fact they had already established relationships. If distance learning continues in the fall it is going to be very challenging for teachers to get to know their students as individuals while laying the foundational expectations of their curriculum's. We are in the people

business, and it is hard enough trying to talk with a junior high schooler in person, the fall will bring challenges like we have not seen yet.

As an administrator we put on a brave face as this is what our teachers need. They need leaders who are confident and can be trusted to keep the ship guided in the correct direction. However, the roller coaster of emotions for all of us happens on a daily basis. I certainly have some really dark days, followed by some mediocre days...but I can't remember the last time I went home feeling like I had a good day. It would be different if there was an end in sight, but we just don't know how long this is going to last. I also have a family at home and can see the toll it is taking on them. I would say that the majority of us are depressed or have bouts of depression during these times.

As we move forward I think the teachers and administrators need supports in the form of clear expectations. Guidance for how schools should look and operate needs to come from the state, but it is looking like general expectations will be sent out and local control will be left picking up the pieces to try and provide more specifics. Once we know what we can expect, then administrators can begin doing what they do...solving problems. And teachers can begin getting their heads wrapped instructional delivery in these Covid 19 times.

Teacher Feedback on Covid teaching, Mental Health of teachers and students, and what is ahead in the Fall of 2020.

HS Teacher (English #1)

1. Describe your experience with Covid-19 with regard to teaching, instruction, learning, and student well being. What has been the biggest challenge and most fulfilling moment? What would you change if you had to teach this way in the fall? What would it be like if you didn't know the students beforehand?

The last 8 weeks have been like teaching in survival mode. I made a lot of quick decisions during our planning week in March, which we were super lucky to have, and tried to stick to them so students had a sense of continuity and steadiness, but I've also been adjusting a lot on the fly as well. I have been doing asynchronous teaching for the most part, which I hope helps students in less equitable situations, but also offer multiple hours every week for students who want to stop by with questions and concerns in real-time. This puts a lot of onus on the students to stay organized and self-advocate. I made my assignments easier but still rigorous (teaching *Romeo and Juliet* remotely is not something I recommend!), I offered a huge amount of resources to help understand what was going on, and graded assignments on a pass/not pass scale, where just attempting the assignment got them credit. Unfortunately, many students still chose to do the bare minimum, copy from the internet, or nothing at all.

I have also tried to check in more with my students in terms of emotional and mental wellbeing. Weekly I ask students to check in both about themselves and their overall studies. I've also built in more real-life comparisons and writing assignments that reference what we're going through now. It was interesting watching students, in general, swing from fear to sadness to anger and now to apathy. I wanted to validate their feelings and make sure they knew they weren't alone and that they had every right to feel whatever they were feeling.

That being said: My biggest challenge has been students who don't/won't do their work and parents still pointing the blame at teachers. These students often would only do their work in class with repeated prompting, teacher proximity, and the relationships I had built with them. Parents aren't necessarily equipped with these same techniques and skills, and assume we can still force their child to work, but how are we supposed to do that when they don't respond to emails, phone calls,

or Zoom meetings? By losing the proximity aspect, we can't use many of the tricks in our teacher bags.

My most fulfilling moments are twofold: I have been able to hear from the quieter voices in class and get to know them better through this, and I have seen my journalism class completely rise to the occasion. For the quieter kids, they have the time to compose their answer and not be spoken over. Using something like the comments section on Google Classroom, I can hold multiple conversations with multiple students at once, and everyone can be heard and challenged at the appropriate level. This is something I want to take with me to "real" teaching, whenever we get back to that. As for my journalists, they have stepped up and not only produced more content than we would normally get out, they learned a new format and also created professional, relevant pieces that belong in any newspaper. They proved that our youth are paying attention to all of this and trying to make sense of it; they understand the importance of shelter in place and quarantine rules, and they are making arguments about how to make the world better right now and in the future. It's been amazing to watch!

If/when we have some kind of remote learning in the fall, I have two big changes I want to make - one, more face-to-face discussion/class time, and two, making our classwork personal and unique to this time. For the first point, I miss seeing and interacting with my students, and I need that immediate feedback to be a better teacher. It will also increase accountability for the students (but I have to figure out how not to harm our socioeconomically disadvantaged kids with this!). As for the second, next year is going to be weird no matter what we do. I can't just teach *The Crucible* like nothing has changed and we're all in the classroom together. I need relevant assignments that produce genuine responses. Too many students are just searching for answers online and posting whatever gets close enough/whatever they find in their first search. The best responses I have received from students are opinionated and personal, because those truly show me how much they are engaging with the text. I think I will be switching from very technical, aloof, academic writing to emotional and personal writing; I've sprinkled this into my assignments in the past, but I think it needs to be a bigger portion moving forward.

I can't imagine what this is like not knowing the students beforehand, but I would assume we're about to find out. I think that I'm going to have to put a lot of energy into building those relationships early and showing them how much I care but also how serious I am about them continuing their education. I am teaching

upperclassmen next year (pray for the freshmen teachers!) so I am hoping to give them some more agency in our class decisions to give them more buy-in, like discussing Zoom norms and expectations (ex: we will have our cameras on and mics muted as default, but participate when you can, and when you have an off day and need the camera off, communicate that). Communication will be key!!

2. *How do you feel as a teacher in this experience? How is your mental and physical health? Some teachers have reported feeling depressed from working in this disconnected environment. What kinds of supports will help teachers in whatever format we return to in August?*

I have never felt more appreciated and more invisible. Many parents and students have reached out to show appreciation and that means the world right now. But every time I read a joke about how "homeschooling is so easy!" it stings, because this isn't homeschool - I am putting in dozens of hours creating and modifying these assignments, which are based on the academic and emotional work we did for the first 7 months of school. When parents demand more modifications or make accusations that I am not doing my job or grading the work because their child says so, it's an amplified version of normal critiques and stings a little more.

I already personally deal with anxiety and depression and, oddly enough, they have taken a bit of a backseat in all of this for the most part. I am on the Learning and Innovation Committee (technology) for my district, and we had a little extra time to start playing with the idea of remote learning before the whole district talked about it. This gave me a chance to work through my own anxieties and start making plans (my anxiety made me send our next book home with students before spring break, which I am so thankful for!), and then I was able to step into a role of knowledge and forethought with my coworkers. By having to take the lead and offer suggestions and reassurances to coworkers, it either helped to manage my own anxiety or didn't give me the time to deal with it. However, as we got into the swing of things, towards the end of April and into early May, I did start to have anxiety attacks again, which affected my sleep, and depressive episodes, kept me in bed on weekends when I didn't have work to get me up. I had buried myself in work (as teachers are wont to do), and when I finally felt normalized and had planned ahead for the rest of the school year, reality hit me, that this was suddenly normal, teaching students remotely while hundreds of thousands of world citizens die. I've really had to pull myself out of it the last few weeks to finish the school year. That being said, I have been honest with all of

my students about my struggles, and they have responded really well, both in understanding and in recognizing that they are not alone.

And because I am not having to commute and I am sitting at my desk from 9-3 every day working, without student behavior management, I am actually getting more done during the day. This lets me take full lunch breaks outside, cook dinner, and take evenings off, away from my computer. I am eating better and taking more time for myself, although I am exercising less and plan to get back on that once summer hits. It just seems strange that I am less stressed and taking better care of myself during all of this - how is teaching normally more stressful than a global pandemic?

One of the supports I could see needing in the fall is support for teachers who haven't dealt with this emotional turmoil before. Sadly, I feel my brain has been training me for this, but I know a lot are struggling; there are a lot of lessons I have learned over my life, about negative self-talk, taking things one day at a time, and recognizing when my anxiety is talking illogically, that more neurotypical teachers will need assistance in. Teachers might also need a little more training on dealing with students' mental health - I took a Mental Health First Aid course in grad school that helped me help students. A lot of teachers struggle with the emotional parts of our job, and even if it shouldn't be our job, we are often the only outside resource our students have. I have also started to think about how sick days work in a remote setting. I usually take a day or two off a semester for mental health days, where I don't do any schoolwork and I practice self-care. How do we take days off when we're in our workspace 24/7? We can't really get subs for electronic lessons, right? How do we balance caring for ourselves and doing our jobs? And how can we help students do that too?

HS Counselor (#1)

1. As a counselor, the instruction based concerns of distance learning have not directly impacted my role but rather the way in which I support my students academically. It's been challenging helping students navigate the online format especially since teachers were given the autonomy to create what works best for their class (great in theory, difficult in reality). The lack of structure has created chaos and frustration for students and parents trying to manage it all on their own without direct support. One of my main concerns is the significant increase in student apathy - lack of student motivation and engagement. Most alarming, I

believe this has increased the mental health concerns that were already prevalent in this generation.

My role as a counselor has shifted away from true "counseling" at a time when mental health concerns are even greater. One reason I'm a successful counselor is my natural ability to connect with students on a personal level and create a safe space for them. This is incredibly difficult to accomplish through a virtual platform. I've had countless phone calls and zoom appointments with students but have noticed the conversations are more surface level and students do not open up the way they used to, regardless of whether or not we already have a relationship established. Teenagers have a hard time being vulnerable as it is and that is only heightened during the Shelter In Place order as their siblings and parents are likely in the next room making it difficult for them to open up about personal, confidential matters. I think this will be one of the biggest challenges if we continue with distance learning - especially for new students who I haven't had the opportunity to form a connection or build their trust yet.

2. This experience has been a roller coaster of emotions. I feel stressed and overwhelmed with the state of the world. I feel grateful and guilty; for my privilege, for the luxury of being bored in my personal life, for the safety and love I feel in my home, for the comforts of still being employed. Thankfully, I don't struggle with depression so that hasn't been a personal issue for me however I have noticed an increase in anxiety. If I feel overwhelmed, anxious, and on edge - without the added responsibility of children to care for while simultaneously trying to navigate a seemingly brand new job - then I can't imagine what my colleagues are experiencing right now. I think mental health support for staff is ESSENTIAL moving forward. "Burn out" is already high for people in education and think this situation is only going to magnify that issue. If anything, we will likely be expected to do more for less. It's like when you're on an airplane - you need to put on your own air mask before you can take care of anyone else. We need to take care of ourselves first in order to be there for our students and I hope the resources to do so will be available.

HS Discipline Secretary (Classified)

1. The biggest challenge for me has been not seeing my students, especially my more at-risk students. I worry about how they're doing, what they're doing, and if they're staying safe. It is fulfilling when I see them on site to pick up work, or if they have a question or issue that needs addressing, and I can help them. I like

taking a moment to check in with them and asking them if they're ok. I really, really want to know. The fall would be much the same, as I know most students except for the incoming freshmen. I would miss that in-person interaction, as you can tell so much more about what is going on with a student if you can have a face to face conference with them. The thing I worry about the most is their well being - their mental health, coping skills, and if they are staying safe. As time goes on and we stay in social distancing mode, mental health and their sense of well being is bound to erode. How long will it take them to bounce back from this? I'm afraid we're going to have an entire generation of kids with PTSD. Some will recover, some won't as well.

2. I find myself being anxious a lot of the time, and sleeping is ridiculously difficult. I have odd and disturbing dreams, and can't remember the details of the dreams in the morning. I worry about the students, and I know they are anxious to return to some form of normalcy. An administrator once said that I was a "micromanager" and followed up by saying that is one of the best traits for an educator. It's true. I worry about everything, and worry about kids who I know don't have the support at home that they should. We can support teachers best by supporting students, in whatever frame of mind they're in when we return to school. It's really unfortunate that school budgets have been cut, because we'll need so much more mental health support than we've had in the past. These kids are hurting, and the adults will be hurting too. And not just teachers - I'm talking about ALL staff members. We're going to need to be able to help each other.

HS (History Teacher #1)

1. Teaching in the distance learning environment has been very unfulfilling. I feel like an office worker just pushing out documents and verifying they've been completed at the end of the week. I run zooms once a week per class and some have been better than others. I deeply miss the interpersonal connections that teaching provides. If we return to distance learning in the fall, without knowing our students I'll do what I can to build community. Personally, I struggle with how hard to come down on kids about having their camera on during a zoom session.

2. Physical health is good! I've used these adjusted hours to start exercising every day. I've done 30 minutes on my elliptical for 53 consecutive days! Mental health is a little hit or miss. All the parts of my job I love have been minimized, while the parts I don't love have grown. I miss working with people, but now the

bulk of my job is prepping self directed lessons and grading. That's no fun. I'm hoping to spend part of the summer looking into how to build community in a distance environment, as well as how to get students better engaged and actually learn while at a distance.

HS (English Teacher #2)

1. I find distance learning to be a profoundly ineffective and alienating form of education. Not knowing the students before beginning a period of distance learning? Not having a chance to establish the all-important bond (the product of a sustained period of interacting with students in a physical environment, in real time) with my classes at the beginning of the year? Let's just say this feels like a nightmare scenario to me. It does to every other teacher I've spoken to as well.

I think our collective health has degraded during this time. In a *New York Times* interview I read last week, a teacher noted that pre-distance learning, she logged in 10,000 steps a day by noon. During distance learning, she's lucky if she has completed a thousand steps by the time she goes to bed.

2. I can't imagine there are any useful services Kaiser or any health service could provide teachers if we were to continue with distance learning. Yoga? I've already got my routine. Meditation practice? Yep, I'm on it. Do I know how to eat well and exercise? Ditto. Will they teleport a Covid-free masseuse to deal with my aching shoulders and back? Will they give me a prescription for glasses so my eyes don't burn from looking at the computer all day? (And yes, I already wear blue-light blockers.) Can they reinstate the heart and soul of teaching, which is face-to-face time with students and colleagues, and restore my morale? Probably not.

So, I appreciate the questions, but I can't see what additional programs might alleviate the physical, mental, spiritual, and emotional malaise of distance learning and teaching.

HS (History Teacher #2)

1. Distance Teaching means redoing and reinventing much of my curriculum on top of more frequent and meaningful responses to student work to make up for not being in my classes. The time drain and the 100% lack of separation from

work and home has been challenging. Parenting under these conditions is extremely difficult. My biggest challenge has been the lack of connection, black Zoom boxes are not teaching and the kids won't show themselves and we can't make them--and they know it. I wouldn't change anything because I have Fall curriculum that would need to be reinvented. I would feel more remote than ever if I didn't know the kids, and frankly, probably would not even try to build relationships because I use Zoom instructionally and wouldn't have time. The silver lining is just how many students are doing work and the quality of the interactions I have on assessments.

2. I asked my students and they feel that they are getting about 20% from us and this is how I feel. I feel like I am a 20%er.... My mental health is fine but the lack of direct instruction means I am not on my feet and as a result, my physical health is suffering. I don't have time to devote to compensatory exercise because of assessment and planning needs. I have no idea what other teachers need. I feel that this question is best answered by going through the union. For me, personally, I want there to be more clarity on expectations, procedures, and the like, so I can plan more effectively.

HS (Science Teacher)

Going to Work
Every day is the same ritual.
I open the back door with the key on my Rocket Racoon lanyard,
a momento from the Tech Club float back when we saw students in real life.
I go straight to the lunch room without touching anything.
Like Hercules Poirot the detective, I scan for clues that someone was there in my absence.
The door to the adjacent room is open.
Last night I left it closed.
I realize that my Covid 19 bubble is compromised.
I take 2 wipes from a plastic jar marked "Clorox Wipes" and wipe all the handles and switches in my huge classroom that the person may or may not have touched.
I am super fortunate to work at (this school).
My room rocks!
:)
I take my sanitized coffee cup and place it next to my open door

and I hope my coworker notices it when he comes in.
The last thing I want is to give him "the crud".
Often I luck out and his door is open when I arrive.
I walk over to his doorway and we keep a 10 foot distance between us.
I talk to him briefly and deliver my sanitized cup to the edge of a bookshelf in his room.
Another human being,
in person,
not just an image on a Zoom screen.

The Physical Plant
In a building that holds 210 people, we are 4.
My closest neighbor, my buddy, decides to move in with his mom,
to care for her in her old age,
and tend their ranch property.
I can't blame him.
I'd have done the same if my mom were alive.
Then we are 3.
When the quarantine hit I I worked for 80 hours (yes. eighty)
preparing robot arms for the Robotics kids to take home.
It kept me busy,
but made for boring companionship for my neighbor. no doubt.
Then my friend, the teacher on the other side,
decides not to come in every day.
Now we are two.
I have my door open, always.
I don't care if flies come in.
I listen for my coworker.
He makes the best coffee for him and for me.
I hope someone stops in to visit,
wearing a mask of course.
I even leave my bike and helmet outside to announce that there is life in this building.
I spend some time every day watching the bees buzz around the toyon bush by my back door.
"Has it always had so many pink flowers in the Spring?" I wonder to myself.
I have no idea.
I have seen that bush every day for 20 springs.

Zoom
I don't see students anymore.
All the tables are upside down waiting for the carpet cleaner.
I weed the garden in front of my room between Zoom meetings,
just to have a reason to be outside.
Speaking of Zoom, I have 3 monitors at my desk in my office.
I'm never in my office usually,
in fact I seldom ever sit down.
Now I sit all day long.
The right monitor is for the student faces.
But now it's more like a bunch of gray rectangles with the students' names,
because they prefer to have their cameras off.
The center monitor is for the "share".
This is the magic I am able to share with my students.
The left monitor is for the "chat" and the "waiting room" window to keep out the "Trolls".
"I could really use a 4th monitor for my remote camera." I muse to myself.
I have one more output from my dual Geforce 8100 video cards,
for the projector that I don't need anymore.
There is no one here to see it.

Positive Mental Attitude
I call my Zoom session "The Period x Zoom Show with Mr. Mander."
I am trying to model my Zoom sessions after John Oliver's show but with less swearing.
lol
I start by letting the students join the meeting one by one,
and making a checkmark on their faces,
on my plastic covered photo seating chart,
that I made before Covid took the students away.
I like looking at their pictures.
It makes me feel more connected to them.
I greet each student every day.
"How are you doing?" I ask.
Then I glance over on the left monitor.
It has Aeries pulled up.
I start the day with comments about past assignments.
Then I give the students a heads up about what is coming in the future.
At last we start the day's lesson.

This is what I signed up for when I became a teacher.
I have a long Google slideshow.
I show about 5 - 10 slides every day.
I animate each slide,
so I can say the words,
as they appear on the screen as if by magic.
I pause after each slide and ask for feedback.
"Does this make sense?
"¿Esto tiene sentido?"
I ask.
"Give me a thumbs up or a virtual thumbs up if this makes sense."
"Not if you are an expert yet but if this makes sense". I ask.
I get a sprinkling of thumbs up.
On a good day I have about 21 participants in my Zoom show.
On a not so good day it's down to 6 students.
I have 32 students enrolled in every class I teach.
I can't help but wonder what is going on with the rest of them.
It may be because they are A and B students,
or it may be because they have more money for a better network connection,
or it may be because they like me,
or they like Science but in general.
But one thing is for sure,
if the students attend one or more,
of the 11 Zoom sessions that I run every week,
the students do better in class.

Grading
My grading system is simple
Attend a Zoom session with me and you earn 1 point.
Miss it and it does not count against you.
However, I explain the concepts during Zoom sessions,
while showing the Google slides so,
the students that attend do better than those who do not.

Credit = A, B or C
No credit = D, F or incomplete
I use Google Classroom to deliver:
an online textbook,
reading notes,

labs done at home,
video assessments,
web search assignments,
and I ask the students to make concept maps,
that they take pictures of and post to Google Classroom.

That is what I have been doing for the last 9 weeks.

HS (Math Teacher)

1. The biggest challenge was not being totally sure of what my students were actually learning. I assess a lot of student learning while doing the instruction in a classroom. Since this started at the end of the year, I focused mostly on review topics in math and limited the amount of new material. Most of the students I teach are on grade level, so they have the ability to learn fairly independently, at least for a short amount of time.

There are definitely a handful of students that were struggling under our normal circumstances and I kind of feel like I lost them.

The most fulfilling part of this whole experience was the collaborative work I did with the math department. We pulled together to support each other with regards to hardware and software issues, as well as pooled our efforts to make distance learning more efficient from a time perspective. I definitely have learned a lot about how to better integrate technology into a classroom.

If I have to teach this way in the fall, there will be a whole new set of challenges. I would have to look at different norms and requirements for things like zoom meetings, how I look at student work and how I give feedback. I have no idea how I would get to know my students. This could be a huge obstacle as student engagement in a class is often based on their relationship to the teacher.

2. I realize the following has come at a huge cost to many people. I actually feel really good and relaxed. The forced shelter in place has cut out most social and extracurricular commitments so the pace of my life is more measured. Professionally, I have always sought out new opportunities and challenges and this certainly is one of those. I've done things online such as create a Youtube channel, made my own videos, created labs using online simulation, gathered a lot of online resources and become pretty skilled at Google Classroom.

Having weekly zoom meetings with the math department, then spinning off into smaller teams working on similar classes has been more efficient than monthly meetings. These meetings have been in the morning when we are fresh (instead of after school) then having time to follow up because we are not encumbered by a bell has made them extremely productive. I have also been able to work more with teachers that normally I wouldn't have time, such as the other AP math teachers. I feel highly supported by my math colleagues and very close to them and would expect that to continue in the fall.

My physical health is good. I have always been active anyway, but a more flexible daily schedule and fewer commitments has made exercise even more enjoyable.

HS Career Counselor (Classified)

#1. My experience working remotely as the College and Career Center Specialist has been interesting. With the help of Zoom I was still able to connect with students and help them with all of their college/financial aid needs. With my seniors going to college in the fall, there has been some anxiety from the students regarding will they be able to actually go in the fall. Many have felt that they worked so hard to get into college and now it might be taken away from them. It has been a challenge trying to help students remotely regarding going over college appeals and financial aid packages. With the help of Zoom, we have been able to screen share and talk about exactly what the next steps are. In regards to fulfilling moments, I have to say, just seeing the kids faces on Zoom has helped me feel somewhat connected to them. In regards to being able to work remotely in the future, I feel that with technology these days I would be able to perform the CCC duties remotely. Again, with Zoom, I would be able to actually connect with the students and have my meetings with them in that capacity.

#2. In the beginning I was in a bit of a panic trying to navigate my work remotely. I had some things on my desktop at work and some on my laptop which I could do from home. After a few weeks I was able to figure it all out and meet the needs of my students. There were some challenging moments working from home. My husband and daughter are also working from home and my house is small, not to mention an energetic dog needing my attention. All of us on the

internet was a bit of struggle if we were all online together. We had to stagger our work schedule so we could all use the internet (thanks Comcast for that). At times it felt a bit claustrophobic, so I would have to go on walks just to get some fresh air.

In regards to support for next year, I am concerned that the CCC might not be around due to budget cuts. It is such an essential job for our students since the point of high school is college and career readiness. I feel that if this position is cut, the CCC work will fall on the counselors who are already overloaded. I do believe our students will suffer if there is nobody in the CCC.

HS (History Teacher #3)

1. The biggest challenge has been the lack of direct contact and sense of community. Most students join Zoom without turning on their camera which is frustrating because I am unable to quickly evaluate student engagement or understanding. I have to ask students and hope they answer honestly - and I don't have enough time to constantly check-in during the Zooms. I have to do it strategically. Given the user interface and user experience - and how much I depend on body language and being in the same room to 'read the temperature' I am not as effective in directing the class to the best outcome. 90% of the students come across as dispirited or apathetic and it's had an impact on my motivation. I'm working harder to maintain a modicum of good cheer to try and improve their mood.

Most fulfilling moment? Nothing really stands out as fulfilling. It has been more 'eat your vegetables' rather than 'enjoy your meal.' I'm doing what I can and taking small joys from student interaction, but nothing really rises to the status of 'fulfilling.' I have been satisfied with my strategy for encouraging class discussion. I have them answer yes/no questions with the Nonverbal emoticons which allows a wider range of responses or in Chat. I then call on students to provide additional information regarding their responses. That's allowed more active participation.

What would I change? Well, for one thing I would make it mandatory that they turn on their camera. Just the sense of community that would engender is huge. Plus, it's a level of buy-in. I would ask all parents to ensure that their child does NOT take the Zoom while still in bed. Respect the situation and the class by giving it more effort than rolling over in bed and joining Zoom. Get up. Go sit at a

desk. Turn on the camera. Participate! Part of the problem with no cameras is if I call on a student and they're using the opportunity to zone out or leave under cover of no video...my calling on them gets heard by all students and it diminishes the overall sense that others should participate. It's the old adage "never tell someone to do something you know they won't" - it just decreases my authority. I feel the same way about students with no video - they use it to avoid engaging.

For the rest - I need to know how long each Zoom will last. If it's 45 minutes, that doesn't allow for much depth. I will have to hyper-focus each Zoom (I will never call it a 'class' - because it can never rise to the level I expect of my classes). I would also have to change my focus on teaching skills, e.g. critical thinking, identifying main points, use of evidence, building arguments, etc. I'll have to rethink how - probably using Chat more. One thing I won't do is pre-record my lessons. You can't build culture that way.

I think you hit the nail on the head asking how we will do this with a new cohort of students. Personal relationships are critical to the success of my classes. Students know my reputation and they quickly adjust to the norms and expectations in my class. It takes a few weeks at the start of school to get everyone on the same page - and we just take off from there. I don't know if I can recreate that in a distance learning environment. Proximity is key to managing the behavior of some students which means distance learning will fail a percentage of students prone to off-task behaviors.

If we can meet - even just half the class switching days - then I have hope of recreating that sense of culture. It might even be better if I have smaller classes in the Fall (15 students) for more in-depth learning...I can give a student more of my time. That would be the best of a bad situation.

My classes....
I've been running them as 45-minute classes. Attendance is expected. I get anywhere from 70-80% attendance per class. I use it to deliver content and practice skills like source analysis. I've had great participation from students using the 'Nonverbal Feedback' function and Chat. In point of fact, I've had more engagement from students who rarely speak up in class without being prompted.

I upload the presentation and assignments at 8 AM day of class. We do a quick good morning on chat so I can see that everyone is actually at their computer.

Then, I pepper the Zoom with questions that require their response via the Nonverbal Feedback (thumbs up/down to a question or green check or red x to a question...then I'll choose one and ask them to expand on their response).

For OCQs or Source Analysis I have everyone use Chat to type a response to a primary source picture or excerpt that's in the presentation. I'll then ask one student to expand or clarify their response.

My assignments....
I've used Google Forms as a medium for student assignments. It's been terrific for giving them all the information in one place, and it allows me to provide feedback easily. I've fully embraced using it and students have reported that they like the format.

Assignments are uploaded day of our Zoom and due the following Zoom by 3pm.

2. I'm not depressed. This experience has been easier for me than the normal 'go to school' experience. I love the school start at 9:15. I'm getting more quality sleep and my morning ritual is very relaxed. I've saved money on my dry-cleaning...*wry grin.* While I am unhappy with the overall experience, much of it is out of my hands and so...what I cannot change I will endure.

As for teachers who are not coping with this, I think it's such a personal experience that they'll benefit most from one-on-one or small group therapy sessions. I think people need the opportunity to vent and express their dissatisfaction and unhappiness - even if nobody can fix it - simply because it's 'better out than in.' Otherwise it'll fester and grow cankerous.

The one thing we will never get back is time. We are already late to try and address Fall. I want the district to prepare us for the worst - distance learning in August - and if we can claw back some normalcy as the situation changes then all the better. But, it's easier to prep for bad and shift to good than the other way around. They need to release a revised Fall schedule that takes into account Distance Learning *will* happen in the Fall. They can add language that states that *if* things improve the schedule will change - but, we need to prep for the worst and hope for the best. We cannot have a wishy-washy response - or worse - a late response.

A Student Survey from the teacher above (after 3 complete weeks of distance learning) - 88 responses

Out of 88 responses, most students seemed to find how I run the Zooms to work for them and that the workload was manageable.

How have the Zoom meetings been working for you?
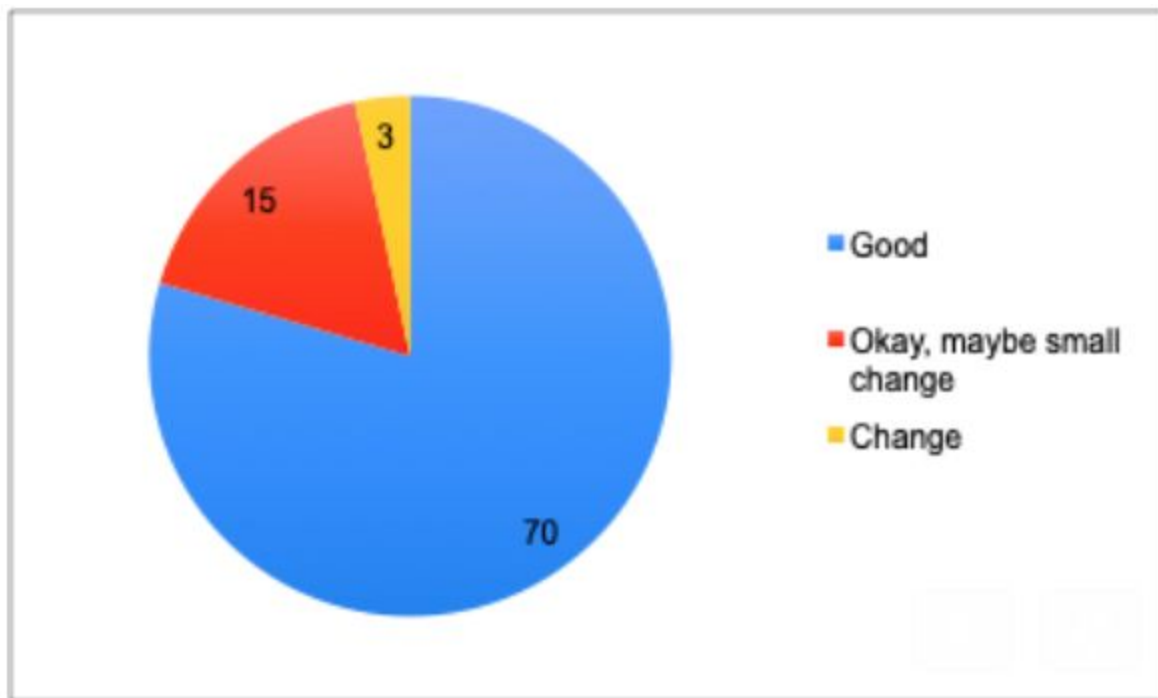
changes suggested by students included only one Zoom per week or not making them mandatory. Overall I've had the majority of students reacting well to the pacing and content covered in our Zooms.

How are the assignment formats and general workload?
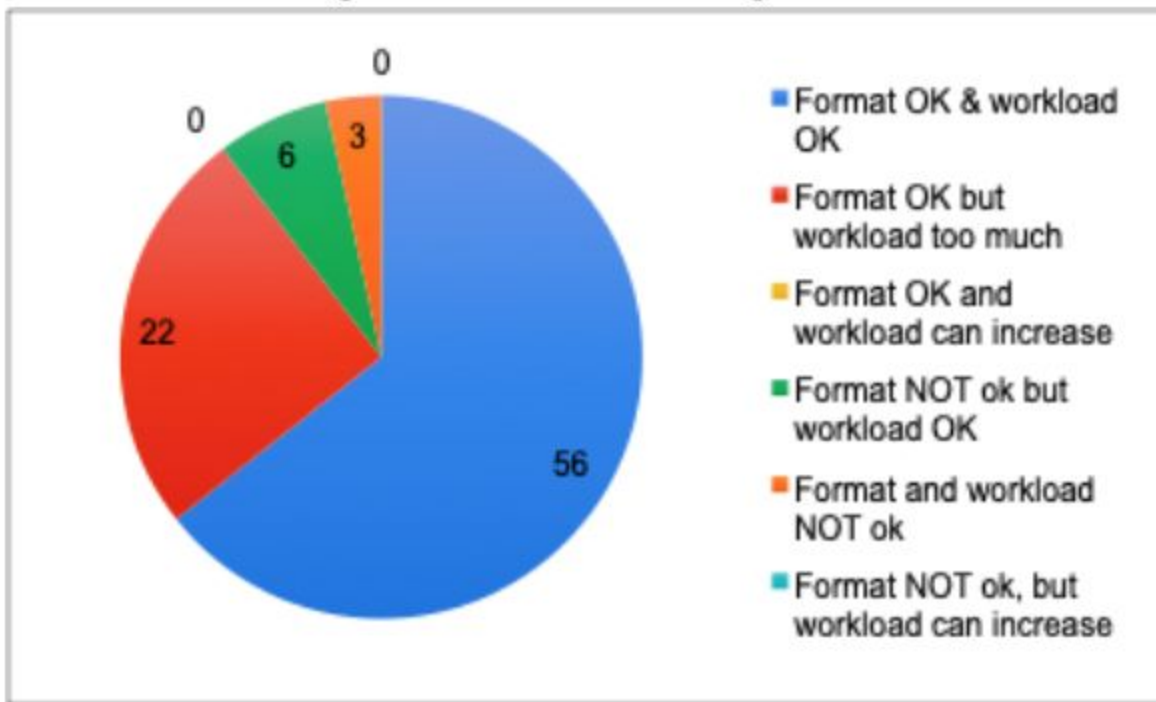
General request for change was to shift to all assignments posted on Monday and due by Friday. The rest of the requests for change were general griping and not that useful. The issue has been less with the format and workload and more a desire for something that is individualized.

How are you doing?

Most students respond that they're fine. Many report being bored or falling into bad time management problems.

Student Responses - Are You OK?

MS English Teacher

1. My experience, put simply, is that while I feel like our staff did a reasonably good job of maintaining our program for the last grading period in a distance learning format with little time to prepare, it didn't come close to our regular program in terms of academic or social development for our students. For staff, it seems it was significantly less fulfilling than our work when we are with students in person. Additionally, the nature of the work has been heavily dependent on technology (much longer screen time), and so much of my time is spent simply processing work and emails on the computer, because students and families struggle so much following the procedures laid out. I feel like I'm doing much less

actual teaching and much more just processing the flow of work and attendance markers.

So much of my ability to instruct depends on the feedback I glean from students. More than the explicit kind of feedback we get from questionnaires, etc, it is the subtleties of facial expressions, body language, and one-on-one conversations. Whole class, small group, and individual instruction are all art forms that require a good teacher to constantly assess and adapt both the content and the delivery of it in order to best connect with students. Remotely, this kind of feedback is nearly impossible to gather. Zooms, as they are, are poorly attended, students frequently mute their audio and video (even when you encourage them to stay on), and even when I bring a big smile and the kind of energy I do in a classroom, student participation is very difficult to activate. It feels different. Even when they do respond, it lacks the engagement or urgency of an in-person class dynamic. I already use technology effectively and broadly as components of my instruction, but without the personal contact, the depth is lacking.

As for student well being, in a classroom, I can tell almost immediately when a student walks in what frame of mind they might be in (especially once I've gotten to know them). I can tell who will be engaged and ready to help facilitate the class, and I can read who is in a negative state of mind and am able to front-load positive support, then provide space and patience as needed. Remotely, this is nearly impossible, because the kids who are struggling are often also the ones most likely to not show up, or to hide their audio and video.

Next fall, understanding there's a good chance that we will begin in a D.L. format, I am optimistic that our staff will have streamlined procedures and expectations in order to improve the efficiency of our workflow, and I will certainly front load the school year with heavy training around school and class procedures for work assignments, teacher access, due dates, attendance, grades, etc. I am also planning new instruction delivery strategies, and modifying my curriculum to be chunked differently for the DL schedule. While I think these improvements (lessons learned from this spring) will improve from what I have been doing, I know that in terms of academic knowledge and skill development, we will not be able to accomplish nearly as much as we would in a classroom model. I'm not saying I won't strive, but I'm just being honest. So much of what my students accomplish is done in the collaborative environment of the classroom, not just getting help from me, but working with and learning from their peers. There is no way to quite recreate that remotely,despite all the great technology available.

And doing this without knowing the students first will be significantly more difficult. So much of what I have been able to do successfully this spring has been aided by the fact that I already had a relationship with the students. Establishing our personalities over Zoom lacks the subtle and substantive components of in-person interaction.

This is the reality, and I will certainly work hard this summer to plan, and I will get better at this. Plus, the students and families will get more used to it, hopefully engaging more at the start of a new school year than many did at the end of a crazy year. I support efforts to maintain distance and keep our community safe, and distance learning is a necessary part of that right now. The challenge is that regardless of how much better we get at it, I simply know that I'm a better classroom teacher than online teacher.

2. Generally, I feel mentally and physically healthy, and I have been able to maintain that overall. I am working to stay optimistic that eventually we will be able to go back to some level of classroom instruction. Plus, I have taken time to reflect on my work, my priorities, and to do more reading and writing, which ultimately informs my work.

That said, I sometimes feel sad. Largely I'm sad for what the kids are missing out on in their ability to connect with each other socially and academically. I'm sad for my struggling students who I could get some work from in class, but who are totally checking out now. I'm sad that even on a bad day in the classroom I still always feel like I did something meaningful that day, working with my students and letting them know I care, even if the lesson wasn't strong. Remotely, I sometimes spend entire days processing work, responding to emails, marking interactions for attendance, and at the end, I'm not sure if I accomplished anything of substance. I'm sad for what the world community is dealing with. And I'm sad for the people I know who are really unhappy in this environment….As for supports, I'm not sure.

MS (History Teacher #1)

1. With regard to Teaching . . . Well, I don't really feel like I am teaching. I am giving my students curriculum, but I don't know the extent of what they have learned. I do assess them, and it is going well, but I don't know if it will stick. I really miss the teaching part.

With regard to Instruction . . . I have actually enjoyed having more time to diversify my instruction. I have developed a lot of new material, but it is extraordinarily time consuming to develop. I generally always develop my own material, so I am building from the ground up. So, from the curriculum building side of things, I do feel successful. I am happy with what I have developed, and I think it is accessible for most learners.

With regard to Learning . . . Again, it is difficult to gauge, other than through testing and work how well students are learning. From what I can see, grades are successful, but in terms of content retention, I don't know. I plan my lessons very tightly in order to achieve a high level learning experience, but that is only if students do all of the steps. The steps, in general, look like this:

1) Explanatory Screencast of the day's topic
2) Journal question
3) Notes or Powerpoint or both
4) Videos
5 Individual Work based on the day's lesson

So, it is really difficult to assess how much learning is actually going on.

With regard to Student Well Being . . . This is really difficult. Though I have given my students the options of contacting me by FaceTime or email, 99% of the time, I get emails. I know when they are having trouble clicking on a video link or not being able to unsubmit from Google Classroom, but I don't truly know how they are doing physically or mentally. On zoom when you ask how everyone's doing, of course they all say fine, but that doesn't mean they all are.

My Biggest Challenge . . . There are a few, but I guess the biggest challenge for me was switching gears overnight to distance learning, having to plan new lessons and make sure that I didn't gyp my students on an education. How do I still be the (teacher) that they know how to learn from in person and be that person in online form. That was a big challenge.

Most Fulfilling Moment . . . I only did a couple of zooms (for various reasons), but when I did get to see my kids "in person" on zoom, that was amazing! To see their smiling faces and to be together, that was pretty sweet:)

What would I Change for the Fall . . . Overall, I liked what I did. But, if I had to do this for the Fall, I would definitely incorporate a weekly Zoom/Google Hangouts, etc. I feel like even a 5 minute check in so we can see each other is important. I think student and teacher need it!   Other than that, I can't think of anything (although I know there are more awesome additions, I just don't have them in my tired brain right now).

What would it be Like if I Didn't Know the Students . . . OMG! I don't know. Like the scary teacher dreams you have in August but come true! Honestly, given the fact that the kids have already experienced the situation, I feel like they would be professional students and roll with it.   I think several early zooms would be important.   I would probably even make Face Time mandatory in order to develop one on one relationships. I do feel it's doable, but it would be A LOT of work!

2. How do you feel as a teacher in this experience?

How do I feel . . . hmmm . . . when I stop and really think about it, I feel that this is life. Life can be messy, and it gets even messier if you don't adapt. Maybe it's my 12 years of Catholic school upbringing, but I follow the rules. The world and our county and everyone in it need to be safe. Distance learning is helping with that.   So all in all, I still get to work, I still get to have contact with my students, and they still have the ability to learn.

   How is your mental and physical health?
My physical health is fine. I haven't gained any weight. I go for walks. I do PE with my 8 year old. I am good! My mental health is good as well. Almost every afternoon I do yard work. After sitting at a table for about 8 hours, I go outside and do yard work with my husband and whichever kids want to come out. I haven't done this much yard work in years, so I am loving it! Then I go back to work at night. Once in a while, I will have a day where I just can't do anymore. So, I won't do the work at night.

   Some teachers have reported feeling depressed from working in this disconnected environment. What kinds of supports will help teachers in whatever format we return to in August?
I can't speak to that as I haven't felt depressed. I am actually a homebody, so this experience of being home a lot does not bother me. I am home with my husband,

four kids, dog, 2 cats and 2 goats, so I have a lot of connection and interaction. Also, my mom and dad live on my street, so we see them.

MS (History Teacher #2)

1. Biggest challenges: So much of what I do as a teacher is to observe my students and determine what each student might need in order to grow as a person and find success. There are some things ALL students need: a safe, disciplined, supportive environment, structure, multiple ways to learn the material...But if a teacher pays attention, he/she can see/sense when a student might need a smile. Or a joke. Or a question about a sport she/he plays. Some students need one-on-one help with the work, and in class I can provide all of this. I can respond in the way that they need. Every day…

In distance learning, so many of these things are not possible. So at a time when students need MORE support than ever they are receiving less support and/or not the kind of support the student needs. And more homework. And this, of course, can lead to burnout and disappointment for everyone involved.

Success: I have heard back from students that they still know that I care. That through my zoom meetings and silly videos, they can see that I am trying harder than ever because they deserve the best I can give. It is an awesome feeling knowing that even in this current difficult situation, students know I have their backs. In addition, many students have done remarkably well in completing the work. I feel I (and most teachers) have given students the opportunity to build skills and learn, and most of my students have chosen to do so. We have supported them the best we could, and for many students it has made a big difference.

Fall: In the fall, I will choose to cover less material/standards and do more lessons around key concepts. In other words, start slow and stay slow.

Fall: The students and I had most of this school year to develop trust. In addition, they know what I expect. The transition from 6th to 7th grade is very difficult, but usually within six weeks, the students are "trained" and feel comfortable and supported, and they settle in. I have no idea how to do this process with incoming 7th graders. Students will not have the opportunity to find a comfort level or build a relationship with me and most of their fellow students. So, quite frankly, I am very concerned about how all of this will all go in the fall.

2. Mental Health: Every teacher I know, including myself, has struggled with mental health during this time. Anxiety and depression are rampant. I think most teachers, especially those who try hard and care deeply (most teachers) struggle with these things even under normal conditions. But our students and colleagues share so many smiles, giggles, and creativity every day to balance out the stress. In the end, I feel the positives of the job far outweigh the challenges the overwhelming majority of the time. I think most teachers would agree with me.

Right now, of course, we don't have these daily reminders of what makes the job special. Like our students, we are isolated more than ever. In addition, I almost always feel that what I am providing my students in class is healthy for them, even if it is an activity or assignment they don't wish to do. In order words...Listen to my lecture? Listening/Note taking are important skills! Reading and annotating? Not fun! But it will make your future more successful, Right now, many of our students need a smile, time for healing, time for reflection, support...and they are instead getting 10-18 hours of work dropped on them.

Supports? I thought about this on a walk today: what DO teachers need? They need what our students need, a safe place to decompress, acknowledge struggles, laugh, receive and give support, and breathe. These are things that CAN'T be done with 40-50 people on Zoom. It has to be in small groups, with built-in guidelines to create a safe place to listen and share.

Elementary (1st Grade)

1. Thank you for reaching out. This was a crazy event in history plus we are worried about our own families and the future. It is an honor to be a teacher and it obvious that we touch so many lives. By default, we are the leaders now and it presents tremendous pressure. If there was a nurse or medical person at the school, I could talk to them about my stress and how to treat it. They would be colleagues and so I would have a relationship with them. With the future uncertain, a president who seems unbalanced in character and message, a global pandemic, it is up to the teacher to create a secure world. Yet we had 24 hours to create it. As is the nature of tech, websites and urls and YouTube videos wouldn't load. So there was that added tech stuff. The virtual world (which our poor kids

suffer in) highlights our faults. No one has a tailor and hairstylist but that is what is presented on instagram. There is the comparison to an imagined perfection that is unrealistic but still present. Teaching in my home has felt like an intrusion that won't leave. And it has changed my personality/character. I did reach out to my medical doctor but she was unsympathetic and I don't have time to continue up that avenue so I suffer. I think if there was a medical professional on campus it would make me and my colleagues more confident. Even if she or he were to say "call your doctor and say these words…"

2. If we were to do this in the Fall, I would concentrate on Social Emotional lessons. I would have parent parties where the parents share and are the leaders. The families are crucial right now but collaborating with them has been a challenge because of their stressors which they hide. They also need counseling.I would create whole lessons of how to turn in stuff to padlet/seesaw. It would be based on the family and child. I think that we need to think about the physical and mental health of everyone, teachers included. It helps me to talk to other teachers. I'm taking a class this summer to help me teach math creatively. The Apps scare me. I worry that it will diminish the minds of our kids so I want to teach expansively. I'm also researching how to look professional but approachable on Zoom.

Elementary (2nd Grade)

1. Distance learning has been challenging to say the least. So much of what we do in the lower grades revolves around hands on learning and cooperative grouping, things that we haven't been able to do during online learning. Doing zoom classes with seven and eight-year-olds is not a productive experience on either end and during distance-learning I have relied more on videotaping lessons and allowing students to access those lessons at a time that is convenient for them and their families. As a teacher, the hardest part for me was obviously not interacting with the students on a day to day basis, but I found the hours I spent working on the computer, whether it was videotaping lessons, posting assignments, responding to assignments, or communicating with parents to be very hard mentally, with my brain feeling completely exhausted at the end of the day. It was also hard to "switch off" as the structure of the day does not revolve around breaks and bells. The most rewarding part for me was getting to know the students in a deeper way. Many of the students made their own videos to show their work and I got to see a side of them that I

might not have otherwise seen in the classroom, especially the quieter students who felt more comfortable communicating one on one with me.

2. Teaching remotely requires a completely different kind of teaching. As teachers we are constantly moving around the classroom, monitoring students' needs; their academic needs but also their physical and emotional needs. We are always assessing on the fly and that kind of teaching is not possible in cyberspace. Sitting at a computer for most of the day while not physically exhausting really takes an emotional toll. I also missed the constant movement in the classroom as opposed to sitting in my chair for much of the day. If we are to do distance-learning in the fall, I feel we would need a more structured, consistent curriculum within the district. If we are to do a hybrid of classroom teaching and distance-learning, I would need a lot of support from the district with regard to the distance-learning portion with the district taking on some of the distance learning responsibility. For me, it would be extremely difficult to be able to meet my students needs if I were doing both. If I had to do this again in the fall, I think it would be really important to get to know each student individually first, before introducing any kind of whole group meeting. We would need to get the parents on board first as it's crucial to have parent support during distance-learning.

Elementary (1st Grade)

1. Well, I'm a pretty optimistic person most of the time. I am normally the kind who greets parents at the door and has conversations with them about their kids, our program, staying involved with the class and just keeping the school-home connection going. I view it as essential. So...this (Covid) has been hard. My kids are Zooming sometimes, but I often miss the ones I'd really like to see. I feel like we're going to make it to the end of the year, but it'll feel sort of empty. No end-of-year celebrations (and I have a high school senior too so that's sad) and no closure. We will just drift into an unknown summer.
2. I think we have to plan for the worst - no in class student contact - even though I don't think that will be the situation. We know how to do it in person so it feels like we should just focus on either a combination of doing distance learning with some in-class or all distance learning. I can't

imagine teaching this age without knowing them first. But even more important are the peer relationships the kids make at school. How would we do that on Zoom? So fingers crossed that we are back. We will need guidance on how to do this in the Fall.

Additional Stakeholder Interviews:

- Sonoma State University (Teaching Credentials) - Dr. Kelly Estrada
- Rohnert Park Health Center associate director - Dr. John Pendleton
- Petaluma Health Center pediatrician - Dr. Megan Connick
- LatinX teacher at Kenilworth Junior High School - Issac Raya
- Graduating senior at Casa Grande High School - Sharon Rodriguez-Jimenez
- Freshmen students reflect on Covid and their school year.

Dr. Kelly Estrada (Sonoma State University) is a professor in the education department at SSU as well as leader of the PUERTA Project. SSU was a recipient of a federal grant in 2017 that funded five years of support and recruitment of LatinX teachers.

Article describing PUERTA Grant

PUERTA (*Preparing Underrepresented Educators to Realize their Teaching Ambitions Project*) is a U.S. Department of Education, Title V Individual Development Grant-funded project designed to increase the number of Hispanic and Latino students qualified to teach in public elementary schools and secondary schools. Sonoma State University (SSU) has launched PUERTA as a campus-wide approach that will include recruiting teacher education candidates, providing supportive advising, offering high-impact programs, including Summer Bridge, Freshman Year Experience, and Freshman Learning Communities, providing Supplemental Instruction led by peer tutors, providing teaching career readiness practical opportunities and improving institutional practices to remove barriers that prevent students from earning a teaching credential. Starting in spring of 2018, SSU established the PUERTA Centro for Diversity in Teaching as a place where Hispanic and Latino students interested in the teaching profession can receive advising, counseling and career services, and academic assistance in a supportive environment in a dedicated 1,200 square foot space in the SSU Student Center. (*from the SSU website*)

"PUERTA is opening the door to our local Latino community in a way we haven't

been able to do before," said Estrada. "It is by conscious design that we developed the PUERTA acronym as it means 'door' in Spanish and serves as a great metaphor for what we are attempting to do with these funds in order to support our undergraduate students achieving their goals of becoming early childhood and special educators as well as elementary and secondary teachers."

PUERTA aims to enhance underrepresented student success at SSU and promote teaching as a prospective career for Hispanic and Latina/o students in the region, Estrada said. It also has a mentorship component built in

"The numbers of Hispanic students we prepare to be teachers is around 10 percent of the population that receives teaching credentials at SSU," Estrada said. "We estimate this new source of funding will allow us to prepare more than 400 additional students over the course of the five-year grant. In doing so, PUERTA hopes to increase Hispanic and Latina/o representation in the teacher population as well as address the elementary, middle and high school pipeline for training Hispanic teachers."

The activities PUERTA is implementing as the means for achieving the project goals are as follows:

1. Provide a continuum of student services to support student success among underrepresented, first generation, and socioeconomically disadvantaged students.

2. Provide evidence-based, high-impact programming to support academic success.

3. Provide outreach and career development support to encourage students to enter the teaching profession.

4. Work with campus-wide faculty and administrators to improve practices and obtain resources to remove barriers that prevent students from obtaining a teaching credential.

5. Provide a dedicated space where prospective teacher education students can go to receive supportive services and network with other students and experienced teaching professionals.

When asked why there are so few LatinX teachers at this point, she pointed

to various barriers to enter the education field. "There is already a high attrition rate among all students but it is particularly high for LatinX freshman," she said. For those LatinX students who do make it all the way to achieving a four year degree, the extra year for a teaching credential and other costs associated with obtaining a credential are further barriers, she said. Costs include approximately $1000 for fingerprints and the EdTPA and/or CalTPA performance assessments.

I asked Dr. Estrada about tuition costs and whether that was a barrier. "Yes, well, because there are no tuition offsets, the LatinX student still must make a difficult choice: to attend school for another year without direct income, then enter the relatively underpaid field of education." Estrada also worries that these students have a powerful need to contribute to the economy of their family. "What we're finding is these students are economic contributors to their family before going to college," she said. The need to earn income for the family after four years of college is high. She has seen many LatinX students "melt" away from college to return to the family and again contribute to income generation.

Estrada also worried about the general "devaluing of the teaching profession" that she encounters with students and people in general. This too is a barrier to raising the overall number of LatinX teachers, she said.

Estrada and the team at SSU are also part of the North BayTeacher Residency Grant (see this link for information: Teacher Residency Grant - SoC) through the California Department of Education. Like PUERTA, the goal is to encourage and facilitate more LatinX students to become teachers. This grant links SSU with Napa Valley Unified and Santa Rosa City Schools and seeks to prepare student teachers to become full time credentialed classroom teachers. For one school year, the Teacher Resident works consistently with a dedicated, experienced mentor in the mentor's classroom to develop the Teacher Resident's instructional skills and knowledge. Unlike a typical student's path, this residency comes with an annual stipend of $12,500, a significant incentive for students. This program supports the Teacher Resident in completing credential course work and student teaching requirements to earn a California teaching credential in a variety of areas. The resident student also has an opportunity to earn substitute service pay on days not working in the Teacher Resident assignment.

SSU's partnership with Napa Valley is outlined below.

		Special Education, Special Education with Bilingual Authorization, STEM, STEM with Bilingual Authorization, Multiple Subject with Bilingual Authorization, Single Subject Non-STEM with Bilingual Authorization
Napa Valley Unified School District*	Sonoma State University	

However, though this program has clear benefits for increasing the likelihood of more LatinX teachers, it has become a victim of the Covid-19 pandemic. In the May Revise, Governor Newsom announced that funds for the Teacher Residency Grant program would be swept into the General Fund. The notice below describes this shift:

SUSPENDED: Request for Proposals (RFP): Teacher Residency Grants for Preparation of Education Specialist Candidates
The current Request for Proposals (RFP) for the Teacher Residency Grants for Preparation of Education Specialist Candidates due on June 1 will be suspended. The May Revise released by the Governor on May 14 proposes to sweep the remaining unallocated funds from the 2018-19 Teacher Residency Grant. As of now, all current Teacher Residency grantees will continue to receive second and future year funds. If funding becomes available in the future for this program the Commission will revisit the RFP process.

CTC Notice of Suspension

Obviously, this is one of many likely shifts in funding likely to occur as further fallout from the pandemic occurs. It will take powerful voices to sustain funding for programs like this in a scarce resource environment.

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Issac Raya is a middle school history teacher at Kenilworth Junior High School. He is what principals would consider a successful practitioner based on student performance, going the extra mile, and making personal connections with staff and students. He is a wrestling coach, a Google certified educator, a Sonoma County Teacher of the Year, and has been at the school for 15 years. Our

interview focused on mentorship, why more LatinX students don't enter teaching, encouragement, recruitment, etc. I first asked him why he became a teacher.

Why me? It had to do with wrestling. Teaching and coaching early in high school. When the freshmen would come in, I would coach them (as a junior and senior). It was the seniors when I was a freshman who looked after me. They talked to me about wrestling and how I could be a better wrestler. When I moved up, they would gravitate toward people who would believe in the next step. After I graduated from high school, I kept doing the same thing and it never stopped.

I didn't know what to do when I was in college. My brothers would have ridiculed me if I didn't (get a degree). I chose political science because those are the classes I liked the most but I did it anyway. At the end I found myself with not very many choices. I tried paralegal for a little because that made sense (with political science). But I hated it, so instead I went back and lived with my parents. I started subbing. Immediately I went back in the wrestling room and at that point I made a decision to be a teacher.

I'm the oldest of a five siblings with a range of 11 years. They all have degrees. I led the way and that's what they're supposed to do.

My mother was a Spanish and art teacher. Neither parent really pushed me toward teaching. Education was a priority in our house set by my grandfather - wanted us all to be engineers…

I don't know what the answer is. I'm always surprised when kids say they want to be teachers. It makes me happy. As far as LatinX kids, that's even more difficult. I understand the reason why some would teach. It's because they value what their teachers are doing - they've had some critical moments and years with teachers who've made a lasting impression on them. So a LatinX kid really would have to have those moments where they bonded with teachers. If those people aren't there, how are you going to become a teacher?

But you know I feel like the same type of program that STEM has become - that has to be for the LatinX population. The push that we had during the space program - to redirect toward math and science. That's the type of thing that needs to happen for Latinx kids. If you have a robust program - what we (at this school) have right now is a little extra - TN, JM, and a couple of aides. These kids are not paid attention to. They're not at the forefront of the administration.

I think we have a significant population at (this school). The admin (who are white male) are fine but who do they represent?

This is also longitudinal, over a long time that spans multiple administrators at a school. How long will (the current principal) be principal? I don't know, but that push has to be over 10, 15, 20 years. The way I see it is like wrestling. I see an amazing coach bring in people and over a long period of time they have a dynasty.

I feel like we could do it without the LatinX admin or teacher. You've got to start from somewhere. But can non LatinX teachers bring LatinX students into believing they can be teachers? I can think of one teacher here in particular - he does an excellent job connecting with students. He probably gets more senior letters than any other ...If a person like (him) had that influence it can only be a good thing. Does it translate to LatinX students? I don't know.

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Dr. John Pendleton serves as the Associate Medical Director of the Rohnert Park Health Center. He has practiced family medicine in Sonoma County for the past twenty years.

Do you track your young school age patients in terms of the school he/she attends? If so, how do you access this data?

Well, we do but not in their electronic health record so it isn't structured data. Parents fill out a state form and we keep those on file. One primary element we try to impact is diet. We are trying to try to make an impact on obesity and diabetes prevention. I ask kids if they are eating school prepared lunches, breakfast. Sometimes parents say I don't know what (my kids) are eating at school and I tell them to try sending their own food.

What impact does on-site clinics have on the school population? Do you gather data on students who are seen at these clinics?

My knowledge here is not as deep as a colleague (Sean Upton). The majority of what they see is minor - most kids come in for birth control. The hours of

operation can be a barrier for some, but I think the clinics have been pretty successful.

Do you think income levels directly affect student health?

Absolutely, mostly it's intuitive. I see it as far as everything including knowledge of health conditions, parent education level, nutrition choices (at times), access to transportation to the doctor appointments. Many of these folks don't have time to come in for appointments or don't have cars. Getting kids in is a barrier. There is also general cleanliness, hygiene, and quality of housing.

We know we get to see them before kindergarten and we know we get to see them before tDap, but otherwise, we can go years between seeing kids.

We reach out to active patients. We continue contacting them until we find out they have a new PCP (primary care provider) or have moved out of the area, but it is very time consuming and takes significant staff resources.

What if schools were part of the health checks system? What systems could we create to effectively track which students are receiving preventive care (e.g. vaccinations, screening, well check ups, etc)

That's a great question. A lot of the barrier is privacy, HIPAA, and also undocumented folks. I haven't worked directly with the schools but I can see that being something we could try.

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Dr. Megan Connick is a pediatrician at the Rohnert Park Health Center. She works with schools on patient care.

Do you track your young school age patients in terms of the school he/she attends?

No, we generally don't know what school he or she goes to. Ordinarily not, but it (the school) might come up as we talk. I'm the go to person for ADHD - in these cases, I care about the school.
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Do you collect school data when you treat a young patient?
 Yes, but not collected in a structured area. No, not on the form directly...

What impact does on site clinics have on the school population? Do you gather data on students who are seen at these clinics?
Rohnert Park is a satellite of PHC, so I personally don't work at those clinics. But I'd think they were helpful.

What if schools were part of the health checks system? What systems could we create to effectively track which students are receiving preventive care (e.g. vaccinations, screening, well check ups, etc)

One of the things that really plagues us is we do a lot of things that are really beneficial but we don't measure it. The problem is that when you introduce a metric, it turns into more information to track and it just becomes very difficult to do. We're always stretched thin.

During COVID, so we - first of all, the vast majority of our kids are low income Medi-Cal. So they're all in the same basket - we consider them all at risk. In terms of tracking follow ups, we do re-calls. It's driven by the medical hmo partnership. They have metrics that they reimburse for - well child checks. If the re-call fails, we don't do anything more. In a primitive way, we at least have that, the reimbursement to encourage the re-calls.

When I think about schools and health care, I think about my asthmatics and ADHD kids. Considering that they've almost cut out school nurses, they do a pretty good job. In terms of access to care, I don't think so. The demographics that would make you think . Maybe this is false but we consider Medi-Cal an "at risk" measure. I don't see how knowing the school would alter our treatment. We know they're high risk but we treat them all the same.

In terms of undocumented kids, I wouldn't even know. I don't know who is undocumeted so I wouldn't know. I have to say my impression is that most of our undocumented patients are Medi-Cal as I said. They do everything they're supposed to do but my impression is that they do what they're told to do.

One thing I do know in following up with my kids is where it really matters is that some schools have a culture of helping kids - like with SST (Student Study Team) meetings, especially the kindergarten, 1st and 2nd grade teachers. They know their kids really well. In other schools, there isn't that there.

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Sharon Rodriguez-Jimenez is a graduating senior at Casa Grande High School.

I have had no contact with any health care facilities off (the school) campus because I haven't needed to. I have health insurance, as for my parents they do not. My dad had to

get an eye surgery and they have rescheduled him a couple times now (because of Covid). It's been tough for him because he's going blind and he can't really work all that well. My mother has to be seen in San Francisco and only once every 2 months with previous appointments. It's tough for her because sometimes she has to suck up her pains because she can't be going all the time. I've used the health care facility on campus and I believe it is reliable and very helpful with most student needs. I think aside from only offering birth control, they should've been more advanced or prepared to help in other types of needs. There were one or two occasions when I needed to get checked up in regards to me feeling sick but they were very concise with their answers and help seemed tight. I felt as though they were really only there to provide birth control. Most of my peers that I know of use the (on-campus) clinic as a place to get contraceptives/ birth control. I think that there should be a little clinic in school for small problems like cough, fever, pains or any type of regular problems. For any other type of problems I think the clinics and hospitals outside of school can handle that.

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A group of freshmen were asked to write a letter to their future self describing freshman year, learning in the Covid era, and what they consider Success to be…

Hello! It's me, or you, from freshman year. It has been a really interesting and crazy year. Not only was it your first year in high school, but your first experience with a global pandemic. You/I began the year in the freshman volleyball program which allowed you to meet new people and create new friends, you had some wonderful teachers, and made many new experiences. You also made it into your first really competitive volleyball team at Absolute! That was very exciting. It was sadly cut short due to the corona/covid-19 virus, and so was the second semester of your freshman year. Though it was a big and hard change, especially with the death of Papa, I think I learned a lot about my capabilities, my boundaries, and my limits. It's been really hard, but I know that by the time you are reading this, everything will be a huge and meaningful lesson. I hope everything is going as planned!

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Wow, I can't believe I made it. 2020 has been a surreal blur with all the COVID stuff going on. I always thought success was to have a family, have a job, and make money, but I realized that success is much more than that. Success is hard to define because we all have our own definition but for me it is finding happiness. The shelter in place made me crazy, but it's for everyone's safety. This spring I was supposed to go to Italy but due to coronavirus I couldn't go which sucks.

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Hi my future self, today is Friday May 29, 2020 and it's the last day of freshman year! Yes we did spend the last couple months at home because of quarantine, and social distancing thanks to Covid 19 but it is still the end of my first year of high school. This year has been a crazy ride, when I first started high school I was terrified. I felt so small and little compared to all the other grades. But now I feel pretty good to be a part of the school community. Freshman year was very eventful from homecoming, to my first lacrosse game, to scoring 3 points in our final lacrosse game and coach awarding me the Game Ball from our final game of the season (that is a huge achievement to me and I'm very proud of myself because my hard work paid off) and now distance learning and the coronavirus. Yes I'm kind of sad that I didn't get to spend my last day of freshman year at school, but I couldn't imagine what it would be like to be at school today. I loved this school year and I will definitely remember it for the rest of my life. But moving on success to me is being happy with your achievements, and you have grown along the way as a better human to get to your success. Being successful is not all about getting famous or crazy rich. To me it is that you have developed into a better and kinder human for this crazy world we live in. My thoughts on this crazy journey of Covid 19 is I honestly still can't comprehend that we are in a pandemic. It has just been so boring staying at home all day everyday, but I know that staying home is the only way I can keep me and my family safe. It was really sad that on Mothers Day we couldn't celebrate like we normally do with my whole mom's side of the family, but it was still very different because this year was the first year to celebrate without my grandma. She passed away a couple months before the social distancing went into full swing, I miss her but she will always be remembered. But, anyways this year has been a fun, eventful, crazy year, I have made so many new friends along the way and I can't wait to make so many great memories this summer and the years to come before graduation. Oh and I hope graduation is exciting, and I really hope you are still playing lacrosse and I hope you still love it. So to my future self, keep all the friends you have made and I hope 2023 is as crazy as it is now!

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Dear Future Me,

I think this Covid-19 trip was necessary for innovation in growth. Covid-19 pointed out all the flaws that our country had in testing and from stopping the spread of viruses. We are zooming towards the future with electric cars and getting groceries from amazon. This quarantine feels really isolated. There are two choices of what you can do during Coronavirus growth or no growth. You can either choose to be productive or use this time as a vacation. Always choose to be productive because the harder you work the luckier you get.

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9th grade was good until the 2nd semester came and in March of the 2nd semester, this new virus came and cancelled school and all of California was in lockdown. It was really boring and there was nothing to do besides playing games but I would get bored after playing 1 hour. I would watch TV after and just relax because we were on lockdown and I would sometimes go on bike rides to get some exercise so I would be home and i couldn't hang out with my friends and i couldn't play soccer like everyday like I used to because of the coronavirus shut down parks and the soccer field.

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I had butterflies in my stomach when trying not to walk in the wrong class on the first day of freshman year. After a while I got comfortable with all my classes and schedule. Half way through the first semester, school was put on hold due to the California wildfires. While anxiously waiting to go back to school my family and I were stuck inside without power, worried if the fires would spread to Petaluma. When I finally got to return to school I was excited to see my friends and classmates. Before I knew it the first semester was over. After Spring Break the school year got pretty crazy. When Covid-19 began I didn't realize that we would be affected to this degree. I thought we would still be able to live our lives, going to school, seeing friends, and just simply being able to go to Target. During distance learning I have had a bunch of ups and downs. However, it didn't stop me from persevering and continuing with my school work. I hope this pandemic will end soon and we will all will be able to go back to our normal lives.

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This year has absolutely sucked, plain and simple. First of all I was a Freshman which is horrible in the first place. Also, to add onto that I couldn't go to any classes because I kept feeling worse and worse every day due to Crohn's. Finally once I was feeling better in the second semester I couldn't do anything because of the Coronavirus pandemic. I hope we have some of the best years after this.

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Freshman year was quite an interesting year to say the least. Besides the whole Covid-19 situation, I got a really bad concussion at the beginning of the year. I was out of school for about a month and out of sports for 2 and a half months! I barely got to play during the volleyball season. So that was not fun and not a great way to kick off freshman year. Then after that, ya know it was going pretty good, I had soccer season I didn't really have to do anything though but we never lost so that's good. Then after Winter Break this new thing called the Corona Virus came along and it started off

small but then it started growing. Me personally, I didn't think it was that big of a deal. Then when spring break rolled around, I was so excited and I was going to Las Vegas for soccer. The day we got off for spring break, that's when we were told that it had gotten canceled due to the virus. I think that's when I started to take this whole situation more seriously. Then, we ended up not going back to school, which seemed kinda cool in the beginning but it ended up not being all I thought. It was really hard to adjust to and I had a really difficult time in the beginning. It got easier for everyone as we went on, but it was a really big change. Here we are at the end of the school year celebrating that it is over, but I feel very bad to all of the seniors in high school and college. Now all we can do is wait and see what the next few months hold and see if we will be going back to school or not.

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Freshman year was a good one but also confusing. Dealing with less communication with my teacher wasn't easy, but I did it. Not being able to look forward to going to school and talking to friends was also pretty tough. I don't like only talking to people over a phone call or text. Freshman year was very fun though, I feel like I really had a good year and I got really good grades. I no longer think of success as making the most money I can make. I now think of it as being the most happy that i can be.

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Your freshman year was really weird. From your spring break to the end of the year it was all online. A lot of people didn't like the online learning, but you really did. In fact you are hoping that next year is going to be online learning too. Besides for the weird COVID-19 times, the school year was actually good. You got good grades and you liked most of your classes. The school year went by quick, so quick that it doesn't even seem like it's over. Your freshman year was better than you thought it was going to be too. What you considered success to be was doing something you love, while being super wealthy, and having people around you that you love.

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Freshman was not so bad. It was pretty big and kinda amazing. I got to meet more people and even though I may not be friends with everyone at least I know that everyone is very nice. Also I always have to have notes in case of any reason because they really help and that you gotta stay focused on school no matter what. What I consider being successful is always being on task or above that and staying focused on school and staying happy. What I thought of this strange COVID trip is that it was pretty difficult because I did not get as much help as it was at school in person, but I was able to get through it by going to my zoom meetings and trying my best to figure things out successfully.Freshman

year was not what I expected but made the best out of it. And to always be happy with what I can work with.

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I really enjoyed my first half of my freshman year. I played on the freshman football team and started out very organized, did my assignments on time, but like everyone I love video games, and hanging out with my friends so my grades started to take a turn. We had a lot of disruptions this year such as the fires, PG&E outages and COVID-19. The second half of the year we started distance learning. Distance learning had its challenges. My chromebook stopped working, I had to stop hanging out with my friends, my family, and going to school everyday. I didn't do well with keeping up with the assignments and with the change. Success? Success in my eyes is to make sure whatever you are doing that you do it good and follow through with it. Support from family is a must and being wealthy is part of it too. I feel you can do anything you put your mind to.

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What a year! This year had its ups and downs, you weren't doing so good in your classes and only really gave it your all at the end of the year. I hope you kept giving it your all cause right now, freshman year, last week, you want to keep giving it your all the rest of your time in high school. I wonder if when you read this and cringe all the way through. I'll try to be simple so you don't cringe too much. I hope you're doing okay. I hope you're not too nervous about the future because right now I am. I wonder what my GPA is or what score you got on your SATs, I hope you're happy with it. This year you were really into psychology I wonder if you still are or if now you want to pursue another career. At the beginning of freshman school year you believed success was simple and just being happy and living a comfortable life, and although I still believe that it's a little more specific now. Success is being able to look at your past self and see growth, to be a counselor, to be happy with yourself, to have people who care for you as well as caring for them, and it's to be proud of what you've done for this world. I hope you're on the path to success.

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I hope that sophomore and junior year have been good for you. I hope you have gotten good grades, and made some great memories with your friends over the past few summers. Freshman year was honestly really fun, I did well in my classes and I liked all of my teachers. I went to my first Homecoming this year which was a fun experience, and I had a great cheer season with my best friends. I also went to many football games and the Color by Class dance. In addition to this, I did leadership this year, and I got in next year, I'm so relieved! I have met so many new people and made lots of exciting memories that I will remember from this year. I also made JV cheer for next year, but I hope that by now you are on varsity cheer. I am

kinda disappointed my freshman year was cut short, but I'm grateful I wasn't graduating this year. Staying at home while doing classes has been a little challenging, but I've been doing my best to complete all of my assignments. Attending classes over Zoom has been sort of weird, but I've managed to get everything done. I really miss hanging out with my friends, and going to class. I'm really hoping shops and restaurants will open for summer, and football season won't be cancelled for next year. I really want to cheer, and I'm sure that cheer camp in July is going to get cancelled too. I am sad that the year had to end so soon, without the last few weeks in my classes and yearbook signatures from everyone. I didn't get to say goodbye to anyone, which is unfortunate bc I won't see anyone until August or even later if we don't go back to school on time. My dreams for future success is: going to college and getting good grades, becoming a veterinarian, getting married, and later starting a family. By now, I hope everything at school is back to normal for you and Covid-19 is gone.

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Wow, freshman year has been a ride. It started out amazing. You had just left (another school), the only school you ever knew, and jumped into a big public high school. Look how far you've come! You made so many new friends, and you did so very well in all of your classes. I'm so proud of you. Okay, so despite your friends' protests, I cannot read the future. But, I do know that your future will be bright. I know it's not going to be easy. You have to work hard. I know there's going to be many sleepless nights, stress, tears, and regrets. But, I also know that there will be so many successes, great grades, and being content with your work. Remember that you can do anything if you put your mind to it. Now, as far as friends go, surround yourself with people that make you feel good, like the friends you have now. I don't know what will happen to you guys, but I hope you always stay close and on good terms. They are such blessings, and I don't want you to lose them. But I know there's going to be some fun times ahead. When you're reading this as a senior, try and remember when you were writing this. You just finished your last Zoom for English. Yes, it was kind of sad. But there's so much more in your future. You lived through a pandemic. You did classes on Zoom for 3 months. You still kept your grades up. You can do anything, my dear. Keep your values good and close to you, and always make good decisions. Keep good friends around you. Keep your memories close. Things may be over, and that's very hard for me to imagine now, but your memories will always be there. You may be graduating high school, and your time at school may be over, but your memories are the one thing that you can take with you. You're going to do great things, and don't forget about me! It's going to be great, and enjoy every moment. I'm so proud of everything you've done, good luck, and I can't wait to see what you do next.

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Year 2020 my freshman year has been a year of change and a year of adapting. The whole school has had to do online school for a couple of months because of covid. This year I had so many good memories with teachers and friends. I hope my senior year I am about to graduate and I have a better idea of what I want to do after high school. I know it is not that far away but I hope I am living my definition of successful and happy. Lastly my definition of success is not someone who makes a lot of money but someone who does something they love with people they love doing it with.

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Freshman year was not what I expected, I have definitely made some adjustments. At this point at the end of my freshman year, I would not have expected to already be looking at how to be successful in my adult life. In the beginning, I thought looking at job opportunities and ways to be successful in freshman year was ridiculous. However, I have found that time goes by so fast and before you know it you will have a job and be making money to pay for adult things and support your family. Success to me means working a consistent job doing what you love most, success to me means living happy and being kind-hearted towards everyone, success to me means being the best person you can be. There is nothing I look forward to more than working a successful job and coming home at the end of a long day of work to my person and my loving family. Hopefully, by the time I achieve all of this, there will be no more pandemics. Living through the time of the Coronavirus has been interesting, trying to maneuver this distance learning system. However, that being said, I am proud and happy to say I have successfully completed my freshman year and can confidently say I tried my best.

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I just wanted to tell you about your freshman experience just in case you forgot. It was a weird year for you. It went by way too fast and because of the coronavirus, you were doing school online. During online school you weren't doing too good as a student because you can't focus unless you're in a classroom. It might be different now for you but as a freshman you were really bad with that. You might have changed your mind now on what you want to do with your future but as a freshman you didn't really have an idea. When you were a freshman you thought Success meant having everything you wanted in your future. Well overall I hope you are a better and more accomplishing person than you were as a freshman.

RESULTS FROM QUALITATIVE INTERVIEWS:

- Administrators expressed concerns about funding losses and how the overall program would be affected - they generally expressed fear of unknown cuts and the unknowns about education in the fall of 2020.
- All felt some kind of on-campus clinic would be a benefit.
- All described a disconnect between health care and schools; in my opinion, most had not spent considerable time considering health care connectors to school.
- Most felt the ability to test students and staff for Covid would be an important part of in-person classes in the fall.
- All felt that a lack of healthcare access had negative impacts on academic and social growth.
- In particular, most felt that at-risk students (low-income, undocumented) were more likely to be negativelly affected by Covid ramifications. One mentioned the "power balance' in the doctor's office; another described "navigational strategies" necessary to access the health care system.

- Teachers reported varying success with Distance Learning but universally miss the interaction with students and colleagues.
- Some described sadness or depression as a result of isolation and a "changed world," but others mentioned feeling generally better than expected with regard to their schedule and developing curriculum.
- Some said they were exercising regularly, taking advantage of more unstructured time; others said their general movement in a day had become more limited than during face-face teaching.
- Most described learning technology and being ready for the fall.
- All expressed apprehension regarding meeting students for the first time on a distance learning platform.
- Some specifically mentioned "trust" and the need to create that special trust between student and teacher. (A lack of trust may have specific health care ramifications)
- Most felt that any kind of health care service offered - mental, physical presence - would be important for the fall.

- Some were specifically concerned about teaching in the fall in person without a vaccine. Significant fear about balancing personal/family health with student needs.

- The health care professionals interviewed described a loose connection with schools. For the most part, they did not directly connect with schools in a systematic way, but did occasionally consider the school site relative to their student patient's health.

RECOMMENDATIONS FOR FUTURE RESEARCH and FOCUS:

As schools resume instruction in the Fall of 2020, the educational system will be under significant stress. Budgetary limitations and outright cuts will, in all likelihood, remove access to programs around wellness and well-being. In this environment, it will be critical to

- Continue focus on outreach to school (a la RISE Ambassadors). The need for these kinds of informational interventions will be greater than ever.
- If possible, activate school systems to seek other forms of health care support - grant-based or via organizational structures (Alliance for a Healthier Generation, for example), particularly in an unfriendly philanthropic environment. Determining priorities will be key as stakeholders fight for resources.
- Identify key elements of school-health care connectors (the intersectionality) and prioritize for funding. For example, in a Thriving School environment, schools are asked to identify a staff member who can "link students/staff/family to needed health and social-emotional services onsite or in the community."
- Identify sources of funding to retain existing programs that cater to mental and physical health. Develop Tier 1 wellness checks for students and a database for moving information within schools up through grade level, similar to transcript. Determine the obvious HIPAA limitations to create a workable system.
- Study two to three similar Title I schools with varied health care resources present (or absent). In particular, place a human in the "intersection" of school and health care to manage student health and wellness.

AUTHOR SUMMARY:

As a K-12 teacher and administrator for almost 25 years, I have learned that schooling is never divorced from the societal conditions; school and society are inextricably linked. As I write this in early June 2020, the nation is embroiled in protest over the killing of George Floyd in Minneapolis. These protests across the country and the world highlight an ongoing need for leaders who fully embrace and understand what it is like to grow up black or brown in America. In plain language, systemic racism throughout the nation leads to inequitable treatment by police.

In health care, a similar inequity exists. This study begins the work of determining the cause of that inequity and a search for solutions. Relative to the question of schools and their possible impact on health care, the study finds a lack of specific direction on health care needs for students. One possible factor is the lack of role models in Sonoma County. The ethnicity of our teaching staff across Sonoma County remains out of proportion with the student population; though a plurality of Sonoma County K12 students are LatinX (45.6%), less than 9% of certificated staff is LatinX. This lack of LatinX teachers eventually determines the number of school administrators as well; only 11% of administrators are LatinX.

Inside the county numbers are stark examples that require attention. In Petaluma City Schools, for example, there are only two African American teachers of 407 total; there are 26 LatinX teachers in PCS (6.4%) whereas 362 (89%) are white. These teachers serve a student population that is 33.7% LatinX. In terms of PCS school administration, 46 of 49 school and district administrators are white (in 2018-19). Districts across the county must pay particular attention to attracting a more representative group of teachers and administrators to schools.

At the state level, while 54% of K12 students are LatinX, almost 61% of teachers are white; only 21% of teachers are LatinX. It is critical to address systemic reasons why relatively few LatinX college students eventually become teachers. One specific program to address this, the Teacher Residency Grant, has seen its funding swept into the state General Fund as of the May Revise. (The grant provides $12,500 annual stipends to support students who elect to become teachers and add a fifth year of college.) At a time of significant resource tightening, programs like these are at significant risk just as the nation is clearly signalling a need for more equity in the classroom and in general civic life. Investments in equity of instruction are crucial to eventual equity on the streets of America. It is one thing to recognize a society that suffers from systemic racism; it is another to allocate resources and planning to shift that system in the right direction.

The chart below demonstrates a gradual increase in ethnic diversity in Fortune 500 CEOs. Since 2004, the percentage of non-white CEOs has increased from

4% to 8.6% (in 2019). While this is a step in the right direction, more than 9 of 10 CEOs in America are white. David Thomas, president of Morehouse College, suggests that most US leaders are not fully capable of having honest dialogues with staff about racism. He says that white CEOs tend to have a network of white male executives. "We would ask executives to literally draw their network of close relationships that they rely on when they're looking at issues of human capital and career, and most white male executives only had white men in their networks. Therefore, they don't have relationships with people of color that they can turn to to get counsel about how to move this conversation forward." (CNBC - June 5, 2020)

Understanding the issues of health and wellness of K12 students will likely require a more diverse group of leaders across all industries. Until more focused attention is paid to (1) who oversees student health care on school campuses, and (2) targeting resources to ensure a more racially representative public school staff, inequities in the system based on income, immigrant status, and race are likely to continue.

CEO race and ethnicity

■ Asian/Indian ■ African-American ■ Hispanic/Latino

Number of Fortune 500 and S&P 500 companies with CEOS of this race/ethnic group
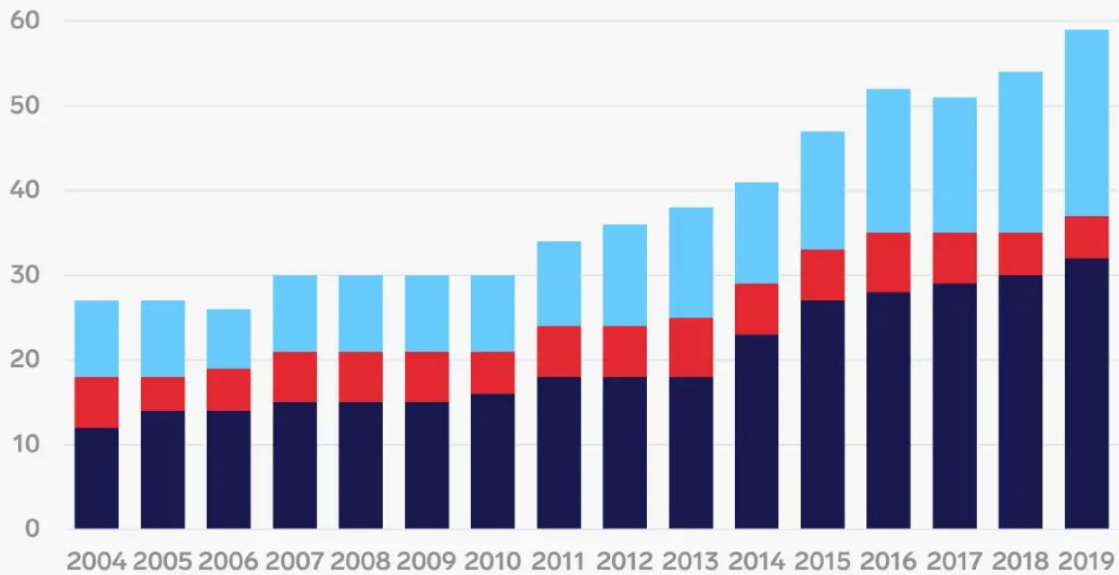
Source: Crist Kolder Associates

BUSINESS INSIDER

APPENDIX

Petaluma City Schools - guidance on school re-opening - May 27, 2020

At this time, there are more questions than answers when it comes to the model of instruction for next year, and we know that can feel frustrating and scary. We have received very little guidance from the State about reopening school. What we do know is that the State will be asking Districts to make decisions about reopening school at the local level in consultation with public health officers. Once we have parameters from our State and County health officials, our District and PFT will be working together to develop our models of instruction.

Given the ongoing health concerns, Distance Learning will almost certainly play some role in how we open school. As we prepare for the fall, community safety must remain at the forefront of all we do, and we must remain flexible. We need to be ready for many possible contingencies. For example, we might start the year with one model, see a health concern flare up, and need to return to Distance Learning for several weeks. The more we consider the possibilities and plan for them ahead of time, the better we'll be able to respond and pivot when called to do so in the moment.

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