USING ZOOM CHAT

Click on the drop down button and click ALL PANELISTS AND ATTENDEES.

In your controls at the bottom window, click CHAT.

From Me to CCEE:
Will these slides be posted?

From CCEE to Me:
Yes, the archived video and slides will be posted on CCEE’s Distance Learning Resources page [https://ccee-ca.org/distance-learning.asp#Main]. They will also be sent in a follow-up email after the webinar.
SESSION OUTCOMES

➜ How can stakeholder engagement help LEAs prepare for the upcoming school year?

➜ What strategies for engagement have other LEAs used for engaging their community?

➜ Who can LEAs lean on as they plan for equity, access and continuity of learning in unprecedented times?
# PLAYBOOK SERIES

<table>
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<tr>
<th>TITLE</th>
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<tr>
<td>Planning Equity-Driven Distance and Hybrid Learning: Introduction to the Continuity of Learning Playbooks</td>
<td>Friday, June 5</td>
<td>12:00 - 1:00 PM</td>
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<tr>
<td>Setting Goals, Creating Schedules, and Communicating Your Plan for Next Year</td>
<td>Monday, June 15</td>
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<tr>
<td>Planning for Distance Learning with an Equity Lens</td>
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<td>Planning for Hybrid Learning with an Equity Lens</td>
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<td>Stakeholder Engagement for Continuity of Learning through an Equity Lens</td>
<td>Monday, June 29</td>
<td>11:00 AM - 12:00 PM</td>
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Continuity of Learning
Distance & Hybrid Learning Playbooks to Support California LEAs

TWO PLAYBOOKS

Distance Learning Playbook
No in-person interaction.
READ

Hybrid Learning Playbook
Some in-person interaction.
READ

k12playbook.ccee-ca.org
A STARTING POINT: 3 KEY QUESTIONS

Set Goals
How do we set goals and define success?
Are stakeholders aligned around what success looks like during hybrid learning?

Create Schedules
How do we help students and teachers structure their day?
How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

Communicate Plan
How do we inform, listen to, and engage families?
How well is our communication strengthening relationships between caregivers, teachers, and students?

Read More
Read More
Read More
FURTHER COMPONENTS OF THE PLAYBOOK

**Assessment**
How do we efficiently identify needs to inform support?

How aware is your team about the data of the diverse needs of your learners, and is it able to put it into action?

**Trauma Informed SEL**
How do we best support students’ well-being?

How prepared is your team to maximize resources and relationships to bolster students’ well-being and learning?

**Capacity Building**
How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

**English Learners**
How do we put English Learner needs at the center of our instructional plans?

How can we leverage best practices for ELs in our outreach, schedules, resources, and curriculum tools?

**Special Education**
How do we effectively serve students with disabilities in a distance learning model?

How well are your teams prepared to serve students with unique needs as they return to campus?

**Support Programs**
How do we holistically leverage ancillary support programs to support families?

How well is your team leveraging resources beyond the classroom to accelerate learning and support families?
INSIGHTS FROM CHULA VISTA ESD

Communicate Plan
How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

Read More

Set Goals
How do we set goals and define success?

Are stakeholders aligned around what success looks like during hybrid learning?

Read More
ENGAGING STAKEHOLDERS

Brain Trust.

Communicate Plan
How do we inform, listen to and engage families?
How well is our communication strengthening relationships between caregivers, teachers, administrators, and students?
Read More

Set Goals
How do we set goals and define success?
Are stakeholders aligned around what success looks like during hybrid learning?
Read More
BRAIN TRUST PROTOCOL OVERVIEW

Welcome 
10 min

Presentation Team 
15 min

Brain Trust Team Clarifying Questions 
5 min

Brain Trust Team Small Groups 
45 min

Whole Group Presentations 
45 min

Wrap Up and Survey

Welcome        10 min
Presentation Team 15 min
Brain Trust Team Clarifying Questions 5 min
Brain Trust Team Small Groups 45 min
Whole Group Presentations 45 min
Wrap Up and Survey
Dilemma

In the Chula Vista Elementary School District, we believe that each child is an individual of great worth, therefore, how will we provide daily, standards-based instruction to all students in the 2020-2021 school year in response to current conditions?

Prevailing Themes

- Providing social/emotional support for students, teachers, families is needed
- Equity is critical, we must strategically focus on addressing learning gaps and meeting the needs of our students with disabilities, English learners and low-income students.
- Instructional models (scenarios) need to be flexible and carefully designed for student engagement.
- Clear expectations and consistency for academic pacing of the essential standards and skills, guided by assessment data and student needs is critical.
- Maintaining safety is an essential factor at the forefront of everyone’s mind.
Communicate Plan
How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

Read More

Capacity Building
How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

Read More
Murrieta Valley USD 2020-21 School Year Virtual Learning Pre-Registration Form

Please complete this pre-registration if you intend to register your student for the virtual learning option offered for the 20-21 school year. AA virtual learning model provides students instruction daily from their home. This model is best for independent learners and students with strong home supports who can facilitate daily learning. This model is ideal for families with a unique set of circumstances that make traditional and blended models challenging. Students will maintain their current school association and have the option to participate in their school's activities, athletics, arts, and specialty classes.

Please submit one form per student. All pre-registrations must include student and school detailed information. Incomplete forms may not be processed correctly by the school site. Once submitted, school site personnel will send out formal registration information mid-July.

- Website
- Family and staff letters on a weekly basis
- Surveys
- Infographics
- District email for questions (mvusdinfo@mvusd.org)
- Regular meetings with classified and certificated unions
- Over-communication and responsiveness
SCHOOL REOPENING COMMUNICATION TIMELINE

**JULY 9TH**
- **Parent Update**
  - Communication regarding re-opening schools and registration timelines

**JULY 15**
- **Learning Model Registration**
  - BEGINNING ONLY for Blended & Virtual Models

**JULY 24**
- **DEADLINE**
  - for Blended and virtual registration

**JULY 27TH**
- **Aeries Parent Portal Opens**
- **Document Confirmation for ALL Learning Models**

**JULY 30- AUGUST 7TH**
- **School Site Orientations**
  - Dates will vary per site & school level.
  - *Please Note* depending on public health conditions, these may be held virtually

**AUG. 12**
- **First Day of School**
  - for all Murrieta Valley USD students
Canvas isn’t just a product. It’s a breath of fresh air. It’s an educational revolution. It’s a powerful new way to—pardon our optimism—change the world. It’s a rapidly growing company with an...

• MVUSD Return to School Considerations (Adapted from SDCOE document)
• Task Forces (HR, Facilities/Business, Ed Services, BOE/Supt) ➔ Various Stakeholders
• Ongoing Professional Development ➔ Leading Edge Certification
• New LMS - Canvas
• Continued Collaboration with Unions
• Redesign of Website
• Nimbleness
INSIGHTS FROM ONTARIO-MONTCLAIR SD

Assessment
How do we efficiently identify needs to inform support?

How aware is your team about the data of the diverse needs of your learners, and is it able to put it into action?

Read More

English Learners
How do we put English Learner needs at the center of our instructional plans?

How can we leverage best practices for ELs in our outreach, schedules, resources, and curriculum tools?

Read More
Ensuring Equity in Education for 20,500 TK-8th Students

32 SCHOOLS
Elementary Schools (23)
Middle Schools (6)
K-8 Schools (3)

MAGNET PROGRAMS
IB, VAPA, AVID,
STEM, GATE, PBL,
DI-Spanish and Mandarin,
Science and Sports

AWARD WINNING SCHOOL DISTRICT

OUR STUDENTS
90% Latino
3% White
3% African American
2% Asian
87% Low-Income
26% English Learners
1% Foster Youth
10.8% Homeless
11.9% Students with Disabilities
ASSESSMENT

→ Well-being and Safety
→ Equity & Access to Resources
→ Academic Learning and Progress
WELL-BEING AND SAFETY

When Ontario-Montclair School District is ready to welcome students, staff and families back to school on August 6, 2020, either in traditional or in-person instruction, online (distance learning), or a hybrid of both, what conditions or ideas would you like the district to consider?

2 Surveys: Return to School Task Force & Recommendations

Top Themes Identified:

- Health & Safety
- Social-Emotional
- Technology
- Academic & PD Needs

- 3,646 Participants
- 5,152 Thoughts
- 76,152 Ratings

- 2,082 Participants shared thoughts
- 2,577 Participants rated thoughts
- 2,204 Participants explored thoughts

- 57%
- 71%
- 60%
EQUITY AND ACCESS TO RESOURCES

- Ongoing Superintendent Communications
- Distance Learning Portal [omsd.net](omsd.net)
- Video of Distance Learning for Families [Click to View Video](omsd.net)
- Daily Breakfast/Lunch Meal Distribution
- Chromebook Distribution
- Learning Packet Distribution
- Mental-Health Online Counseling Services

- Two Summer School Sessions
- Learning Options: Blended, Online and Independent
- Technology Access: K-8 One-One Devices and Hot-Spots
- Health/Safety Protocols
- Comprehensive Return to School Recommendations
- Parent Educational Center Workshops
ACADEMIC LEARNING & PROGRESS

- Qualitative Stakeholder Surveys
- 2019 California School Dashboard Results
- Consistent protocol for school’s Comprehensive Needs Assessment
- Ellevation © Platform for ELs
- New MAPP ELA and Math Assessments - 20/21
- Cohort MTSS Roll Out
- Universal MTSS Tier 1, 2 and 3
- Districtwide PLC grade level meetings
- Professional Learning Customized to staff need
- Curriculum embedded assessments
ENGLISH LEARNERS

- Overarching Considerations
- On-Campus Considerations
- Off-Campus Considerations
OVERARCHING CONSIDERATIONS

● English Language Development
  ➔ Focus on ELD Designated and Integrated
  ➔ Identifying individualized learning outcomes
  ➔ Collaborating across with content areas

● EL Learning Gaps
  ➔ Identifying gaps that existed prior to COVID-19
  ➔ Working with sites on EL Goals in SPSA

● EL Professional & Parent Supports
  ➔ Ellevation Strategies PD
  ➔ Virtual EL Parent Back-to-School Meeting
  ➔ CABE Project2Inspire Level 4 Classes
ON-CAMPUS AND OFF-CAMPUS CONSIDERATIONS

● ELA/ELD priority - LSRW Strategies
● EL Shadowing Walks
  ➜ Sample form
● Designated Site EL Coordinators
● EL Parent Workshops
● EL data teacher reviews
● Friday EL Support
● Middle School Newcomer support class
● Middle School Specialized Designated ELD
QUESTIONS?
Thank You!