Supporting Families and Communities in Distance Learning

May 6, 2020
Our meeting will start shortly.

Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

Do Now: → Please share your name and organization in the chat.
        → Also share one thing you are looking forward to taking away from this meeting.
WELCOME
Community Engagement Initiative

Lead Agencies

Cohort I

Website

CVUSD Website

AUHSD Website
PRESENTERS

Sandra Y. Candler-Wafer
Family and Community Engagement Supervisor
Cajon Valley Union School District

Joe Carmona
Director, Special Programs
Anaheim Union High School District

Manuel Colón
Chief Academic Officer
Anaheim Union High School District

Karen Sapper
Director of Instructional Services
Cajon Valley Union School District

Michael Serban
Director of Family and Community Engagement
Cajon Valley Union School District
SESSION OUTCOMES

- Learn how to see this as an opportunity to make change happen
- Understand the importance of a solid foundation (Leadership board/superintendent, Mission/Vision)
- Evaluate the systems you have in place
- Understand the importance of prioritizing students and families
- Learn about the importance of focusing on social emotional and not just academic
Who do I want to be during COVID-19?

FEAR ZONE
- I think of the others and see how to help them
- I start to give up what I can't control
- I grab food, toilet paper, and medications that I don't need
- I spread emotions related to fear and anger
- I stop compulsively consuming what hurts me, from food to news

LEARNING ZONE
- I identify my emotions
- I evaluate information before spreading something false
- I turn all messages I receive
- I become aware of the situation and think how to act
- I practice quietude, patience, relationships and creativity

GROWTH ZONE
- I make my talents available to those who need them
- I live in the present and focus on the future
- I am empathetic with myself and with others
- I keep a happy emotional state and spread hope
- I look for a way to adapt to new changes
- I thank and appreciate others
Mike Serban - FACE Director - serbanm@cajonvalley.net
Karen Sapper - Director Educational Services - sapperk@cajonvalley.net
Sandra Candler - FACE Supervisor - candlers@cajonvalley.net
• 26 schools and over 17,000 students
• 68% are Socioeconomically Disadvantaged, 35% are English Learners (EL)
• Over 50 distinct languages
• 49% of our EL students speak Arabic or Chaldean as their primary language
• Refugee Intake area for Iraq, Afghanistan, and Syria
We are a decentralized District!

SHARED LEADERSHIP

MISSION DRIVEN
School Board, Superintendent, Cabinet, Ed Services, Principals, Teachers, Students and Parents are laser focused on our mission.

*Happy kids, in healthy relationships, and on a path to gainful employment.*
● We have been a 1:1 school district K-8 for six years.
● We have been a 1st-8th take home district for five years.
● We have been focused on Blended and Personalized learning 4 years.
● We have adopted a Modern Curriculum focused on the World of Work, TEDed, and Sanford Harmony.
Family Teacher Teams

Positive Home Visits

Newcomer Meetings

Poverty Simulations
March 13th, 2020

CORONAVIRUS (COVID-19)
Made the Decision to Pivot as a District!
GROWTH MINDSET
Parent Communication is Key

- Gallup Survey
- PTA Weekly Meetings with Cabinet and Principals
- Liaison/Principal Weekly Parent Meetings
- Zoom DELAC/SSC/ELAC
- D.L. Translated FAQ
- Verbal and Video Communication in 5 languages
- Moved to Principal and Teacher Videos
- Zoom Registration Support
- Zoom Parenting Support
- Video Support for Parents
Principals- Multi-Tiered Shift
Teachers- Advisor Role Shift

CAJON VALLEY
Tiered Distance Learning

- TIER 1
  Universally designed for ALL learners and meets the needs of most of all students.
  (Food, Safety, Connection, eLearning Playlist Templates)

- TIER 2
  Designed to provide targeted extensions for SOME students. Supports for students who are EL, Dual Language, impacted by disabilities, and with learning gaps.

- TIER 3
  Designed to provide alternate or additional activities to facilitate access to or extension of learning for FEW students.

Shifting Mind Set
- From Teacher
- To Advisor
  - Connections
  - Relationships
  - Food
  - Internet
  - Well Being
  - Engagement

Realization we don’t know what is going on in the homes of our students or our staff.
Teacher Becomes Advisor
Spring Academy

- English Language Arts
- Math Science Integration
- Cognitively Guided Instruction
- Behavior Management

- Zoom
- ScreenCastify
- Google Classroom
- iReady online curriculum
- Distance Learning Playlists
Cajon Valley’s eLearning Playlists G4 & G7

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>ELA: Main Idea</strong></td>
<td>1. ELA: Greek and Latin Roots and Affixes</td>
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<tr>
<td>Complete iReady Lesson &quot;Main Idea and Details&quot;</td>
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<tr>
<td>a. Watch: Classifying Triangles</td>
<td>a. ST Math</td>
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<tr>
<td>b. Practice: Practice: Classify Triangles</td>
<td>b. Khan Academy</td>
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<td>c. Watch: Quadrilateral Properties</td>
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<tr>
<td>3. TEDxKids@ElCajon Talk</td>
<td>3. Social Studies: The Renaissance</td>
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<tr>
<td>a. Watch: Student TED Talk</td>
<td>Read: Northern European Renaissance: Part 1 and then take the quiz</td>
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<tr>
<td>a. Discuss the main idea of this TED Talk. What are the supporting details? How have you been exercising?</td>
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<td>4. Physical Education</td>
<td>4. Physical Education</td>
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<td>Cardio Boxing Can’t Stop the Feeling</td>
<td>Cardio Agility 2</td>
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<td>5. Wellbeing</td>
<td>5. Wellbeing</td>
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<td>a. Watch: Feelings Expression</td>
<td>a. Watch on YouTube “Introduction”</td>
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<td><strong>Have a great weekend!</strong></td>
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**Notes:**
- Please plan on spending **20 minutes** per each activity per day.
- Teacher Welcome Message

**Additional Resources:**
- CCEE (California Collaborative for Educational Excellence)
1. ELA: Determining Unknown Word Meaning

Complete iReady lesson
“Determine Word Meaning: Comprehension”

CLICK HERE
3. TEDxKids@ElCajon Talk

Discuss something you would like to cook. Have you cooked anything with your family in the last few weeks?

CLICK HERE
3. World of Work

Complete the slides

CLICK HERE

Wednesday
Visit our Distance Learning Resource Page

https://www.cajonvalley.net/onlinereresources

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● 20 schools serving nearly 30,000 students in grades 7-12
● 70% Socioeconomically Disadvantaged, 18% English Learners (EL)
● For more information about AUHSD visit our [website](#), subscribe to our [YouTube channel](#), and follow us on social media: [Facebook](#), [Twitter](#), and [Instagram](#).
Focus on 5Cs
- Communication
- Collaboration
- Critical Thinking
- Creativity
- Character and Compassion
● Focus on Mental Health
  ○ Family and Community Engagement Specialists (FACES)
  ○ Social Workers, Mindfulness

● Family Resources
- Systems Thinking
  - District level teams
  - School leadership teams
  - Department PLCs
● Civic Engagement
  ○ 10 CA Democracy Schools
  ○ Top CA awards for Civic Learning two years running
  ○ To learn more, please read Superintendent Matsuda's recent articles;
    ■ My Students’ Activism is Key to Academic Success
    ■ How Leaders can Navigate the Post Pandemic World
School dismisses Friday the 13th
Prioritize families—feeding centers open on Monday
Technology distribution begins within 2 weeks
Schedule established for students and teachers

REMOTE LEARNING SCHEDULE

The remote learning schedule below allows students to participate in synchronous (real-time interaction) and asynchronous (independent) learning.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8:30am-9am</td>
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<td>Period 1</td>
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<td>9am-9:30am</td>
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<td>Period 2</td>
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<td>9:30am-10am</td>
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<td>Period 3</td>
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<tr>
<td>10am-11am</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Teacher PLC</td>
<td>Office Hours</td>
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<tr>
<td>11am-12pm</td>
<td>Lunch</td>
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<tr>
<td>12pm-1pm</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
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<td>1pm-1:30pm</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
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<td>Period 4</td>
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<td>1:30pm-2pm</td>
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<tr>
<td>Period 5</td>
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<td>2:00pm-2:30pm</td>
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<td>Period 6/7/0</td>
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Each period does not need to meet every day (1-2 days recommended). Teachers will schedule synchronous sessions as needed at the designated time.
Teachers and students from across the Anaheim Union High School District are working on a capstone project focused on COVID-19 with the following Driving Question: How Is the Coronavirus Affecting Your Life?
AUHSD leadership realizes the importance of this teachable moment and, consequently, is giving AUHSD educators permission to pivot from their traditional curriculum to this COVID-19 Capstone for the remainder of the year.
● AUHSD educators felt they have a tremendous opportunity to engage students in a manner that builds their capacity in the 5Cs while them to heal and make meaning of what they are experiencing in this unprecedented time.
The project is not focused within one particular subject matter, but could be cross-curricular and through the lens of any content.
Quarantine Sketchbook
COVID19 Capstone Project

“It’s an artist’s duty to reflect the time in which we live.” - Nina Simone

Art is one of the many powerful tools we humans have to express what is happening in the world today. During this unprecedented pandemic, student artists will use drawing, painting, collage and text to visually process their feelings about how the coronavirus is affecting their lives.

Capstone Examples

1) NATURE WALK

“In every walk with nature one receives far more than he seeks” - John Muir.

Go for a walk outside in your neighborhood (practicing proper social distancing of course). As you walk, gather things like leaves, flowers and interesting sticks - any organic shapes from nature. You can bring them back home to draw, or you can draw outside. Use a slow crawling contour line to make a careful study of each object. Don’t worry about it being perfect. Fill the whole page (you can rotate, overlap or switch to a colored pen or pencil to add some interest).

2) FOUND POETRY COLLAGE

You will need some scissors and a glue stick (or tape if you don’t have glue at home). You will also need a stack of junk mail, magazines, and/or newspapers.

Start by looking through the junk mail for words that reflect your mood or words that describe your current environment. Add more text to make a found poem (it doesn’t have to rhyme and it can be short, fragmented thoughts). Arrange the words in an interesting way and then glue them to a page in your book. Optional: add doodles or patterns around your found poem.

3) SIMPLE SELF-PORTRAIT

An artist named Carson Ellis has been posting daily “Quarantine Art Club” assignments on her Instagram. Please click and watch her first assignment on how to draw a simple "Self-Portrait." Artists like to use self-portraits to document themselves in different seasons of their lives. I like the way Carson Ellis draws herself without overthinking details or worrying about perfection. Follow along with her video and draw your own self-portrait with any materials you like. You can draw directly in your book or on a separate piece of paper (please cut & paste inside after you are done).

Are high-minority counties more affected by the coronavirus than low-minority counties across CA?

- When I thought of the question, I did not see a lot of coverage about how the coronavirus was affecting minorities vs. white people. It always was treated as something that affected both groups equally. By the time I really got started on the project, more studies showed that minorities were disproportionately affected by the coronavirus, and I wanted to center my question on the inequality between racial/ethnic minorities and white people during the pandemic. Hopefully, this discovery will be made more apparent over time and bring needed systemic changes.

- My p-value was less than 0.00001, which can be summarized as 0. At the significance level 0.05, I was able to reject my null hypothesis, because I had strong evidence that minorities were more impacted by the coronavirus than white people.

How does the mean unemployment rate compare between low-minority and high-minority counties in California?

- I’m very interested in workers’ rights and worker protections, and I know that the amount of unemployment happening right now due to social distancing measures is huge. I wanted to see if being part of a minority played any part in becoming unemployed in this time of crisis. Do low-minority areas have an advantage in terms of workplace benefits? Do high-minority areas have more jobs labeled as “essential,” and does this leave them at an advantage or disadvantage for unemployment? Or in a time of extreme crisis, is there no discrimination for who loses their job?

- The p-value for February 2020 was 0.31 and for March 2020 was 0.202. Since the p-value is greater than a significance level of 0.05, there is convincing evidence that there is not a difference in unemployment between low and high minority counties in California. I was surprised that I failed to reject my null hypothesis both times. However, we can see that it is getting closer to 0.05 as the months go on and as COVID-19 gets worse, so I think being a minority may have an impact on unemployment during this pandemic sometime in the future.
Reflection

What is your history?

How will you pivot?

Where do you want to be in the Fall?
Looking Ahead

Session Survey  PROVIDE FEEDBACK

Office Hours  REGISTER

CCEE Distance Learning Strategies and Resources  LEARN MORE

Next Week’s Module

May 13
Local Board Policies and Practices to Support Distance Learning

REGISTER
THANK YOU