



Supporting Families and Communities in Distance Learning

May 6, 2020

CHECKING IN



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

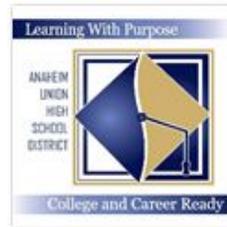
Community Engagement Initiative

[Website](#)

Lead Agencies



Cohort I



[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

Mindset





Distance Learning

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 >**

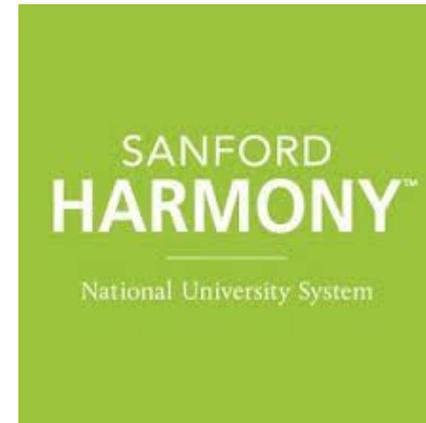


School Board, Superintendent, Cabinet, Ed Services, Principals, Teachers, Students and Parents are laser focused on our mission.

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 and Community Engagement -Team

Mike Serban - Director- Centrally Funded

Sandra Candler- Supervisor- Centrally Funded

Janice Raymond- Face Teacher Facilitator- Grant Funded



Family Teacher Teams



Positive Home Visits

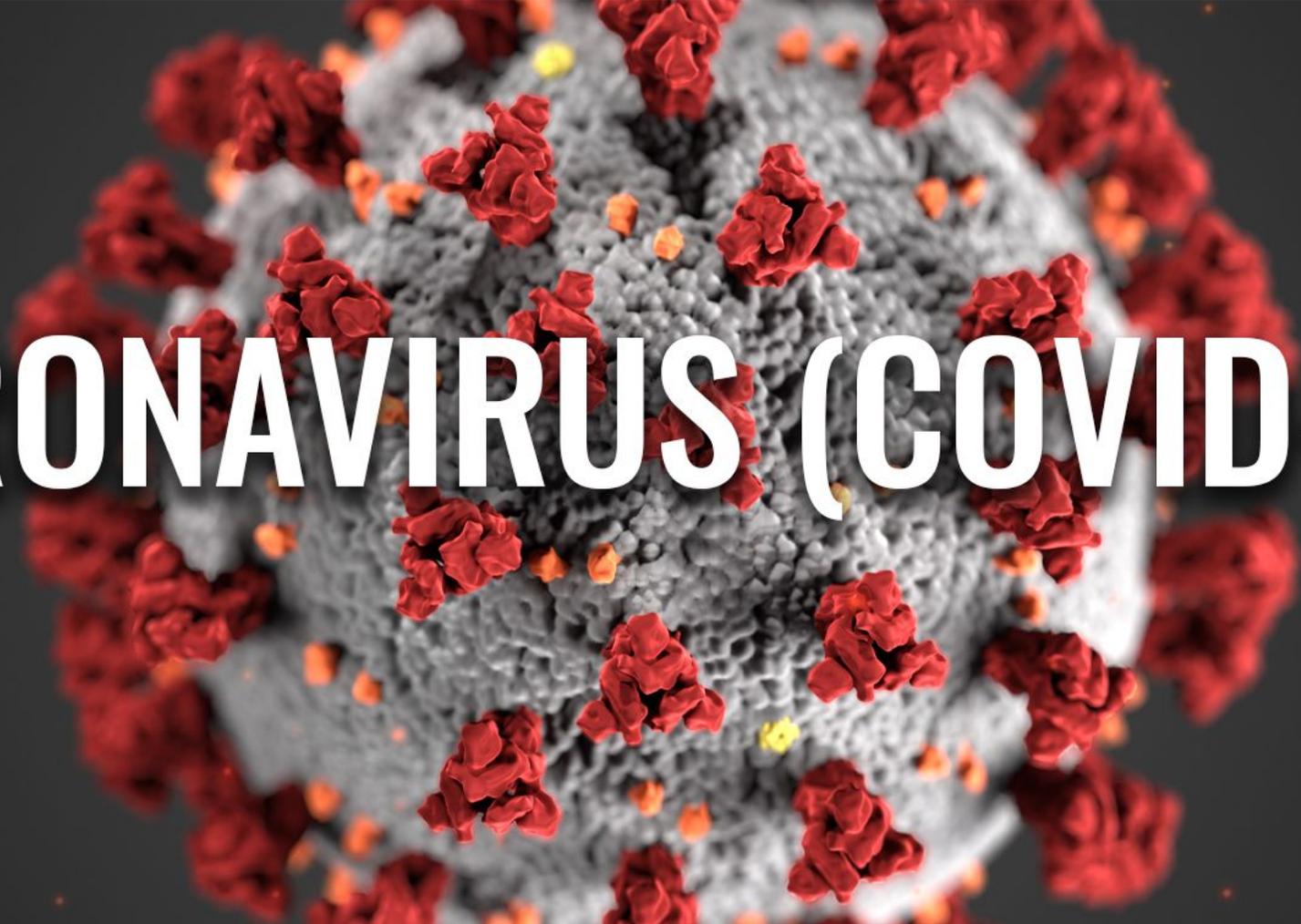


Newcomer Meetings

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

FEW

TIER
3

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

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

TIER
2

SOME

ALL

TIER
1

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

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

eLearning Playlist

(Teacher Name) - Grade 4
Week of April 27-May 1 2020

HelloID
 Video
 Draw/Write
 Discuss
 Practice

Watch Weekly Assignments & Announcements
Please plan on spending **20 minutes** per each activity per day.
[Teacher Welcome Message](#)

MONDAY

1. **ELA: Main Idea**
[Complete iReady Lesson "Main Idea and Details"](#)
2. **Math: Geometry**
 - a. Watch: [Classifying Triangles](#)
 - b. Practice: [Practice: Classify Triangles](#)
 - c. Watch: [Quadrilateral Properties](#)
3. **TEDxKids@ElCajon Talk**
 - a. [Watch Student TED Talk](#)
 - a. Discuss the main idea of this TED Talk. What are the support details? How have you been exercising?
4. **Physical Education**
[Cardio Boxing](#)
[Can't Stop the Feeling](#)
5. **Wellbeing**
 - a. Watch: [Feelings Expression](#)
 - b. Practice: [More on Feelings Expression](#)

THURSDAY

1. **ELA: Greek and Latin Roots and Affixes**
 iReady Lesson: [Determining Word Meaning Using Greek and Latin Roots and Affixes](#)
2. **Math: Student Choice** (ST Math **OR** Khan Academy)
 - a. [ST Math](#)
 - b. [Khan Academy](#)
3. **Social Studies: The Renaissance**
 Read: [Northern European Renaissance: Part 1](#) and then take the quiz
4. **Physical Education**
[Cardio Agility 2](#)

FRIDAY

1. **Art : Egyptian Functional Art**
[Select the activity of your choice.](#)
2. **Computer Science; Sequencing in Coding**
 - a. [Watch on YouTube](#) "Introduction"
 - b. [Practice](#) Code.org "Sequencing Lessons 2-5"
3. **Physical Education**
[Core Blast](#)

Have a great weekend!

1. ELA: Determining Unknown Word Meaning



[Complete iReady lesson](#)

[“Determine Word Meaning:](#)

[Comprehension”](#)

CLICK HERE

Monday

3. TEDxKids@ElCajon Talk



CLICK HERE



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

Monday

3. World of Work



Complete the slides

CLICK HERE

Wednesday



Visit our Distance Learning Resource Page

<https://www.cajonvalley.net/onlineresources>



Mike Serban - Director of FACE
serbanm@cajonvalley.net

Karen Sapper - Director in Educational
Services sapperk@cajonvalley.net

Sandra Candler - FACE Supervisor
candlers@cajonvalley.net



Distance Learning

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

Manuel Colón-
Chief Academic Officer
colon_m@auhsd.us

Joe Carmona-
Director of Special
Programs
carmona_jo@auhsd.us



UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

- 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](#).

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

- Focus on 5Cs
 - Communication
 - Collaboration
 - Critical Thinking
 - Creativity
 - Character and Compassion

CHARACTER and COMPASSION

Character is a combination of a person's mental and moral qualities and actions; compassion means caring for and wanting to help others. A person with strong character and compassion acts with integrity and honesty; treats themselves and others with love and respect; demonstrates concern for and personal commitment to the community; is culturally competent; and acts as a leader by standing up and advocating for others, especially those who cannot advocate for themselves. Character and compassion are crucial to developing relationships, educational and life success, and making the community a better place.



	Students who need substantial scaffolding and guidance are:	Students who need moderate facilitation are:	Students who need minimal direction are:
	EMERGING	PROGRESSING	EXCELLING
COMMUNITY	Demonstrate civic awareness of social, political, or cultural issues occurring within the community.	Demonstrate some civic engagement in the community (e.g., participating in a volunteer activity or registering to vote).	Demonstrate active civic engagement by responding to needs of the community; volunteer to take action or implement a plan of change.
DIVERSITY	Begin developing an understanding of diversity and participate in opportunities to learn about cultural competency.	Understand the value of diversity and demonstrate ability to interact respectfully with people who have different views.	Value diversity and demonstrate cultural competency by respectfully interacting with people from different cultures; seek to understand different views and examine own views critically.
ADVOCACY	Be an active helper in group situations; may act as a bystander rather than an advocate in situations of conflict.	Be an active and engaged participant in group situations; support others in a non-confrontational way in situations of conflict.	Be a leader in group situations; act as an upstander by actively supporting and advocating for others in situations of conflict.
EMPATHY	Demonstrate sympathy; begin to practice mindfulness; develop awareness of vulnerability of self and others.	Demonstrate empathy situationally; practice mindfulness; reflect on own vulnerability and consider the vulnerability of others.	Demonstrate compassion; practice mindfulness regularly; embrace own vulnerability as a means of connecting with and supporting others.
SELF-AWARENESS	Begin to develop self-awareness including feelings and motives; begin to understand integrity and reflect on moral principles.	Demonstrate self-awareness; understand integrity and display it situationally.	Demonstrate strong self-awareness, self-love, and self-advocacy; display high levels of integrity and support others in doing the same.

CLASSROOMS

THAT PROMOTE CHARACTER AND COMPASSION...

- Give time and create positive opportunities for students to get to know each other and be known as an individual by teachers and peers.
- Explore, respect, and celebrate the diversity (cultural, religious, linguistic, economic, ability, gender identity, family structure, sexual orientation, etc.) of the school community at every opportunity.
- Provide learning environment that allows students to see and understand other points of view and model consistent, positive interactions.
- Establish a student- and teacher-developed social contract that outlines expectations and desired outcomes to create agreement and a classroom culture where students feel a sense of responsibility to and for one another.
- Model leadership and civic inquiry to show open-mindedness both as an attribute and as a value; build positive relationships with community.

UNLIMITED YOU



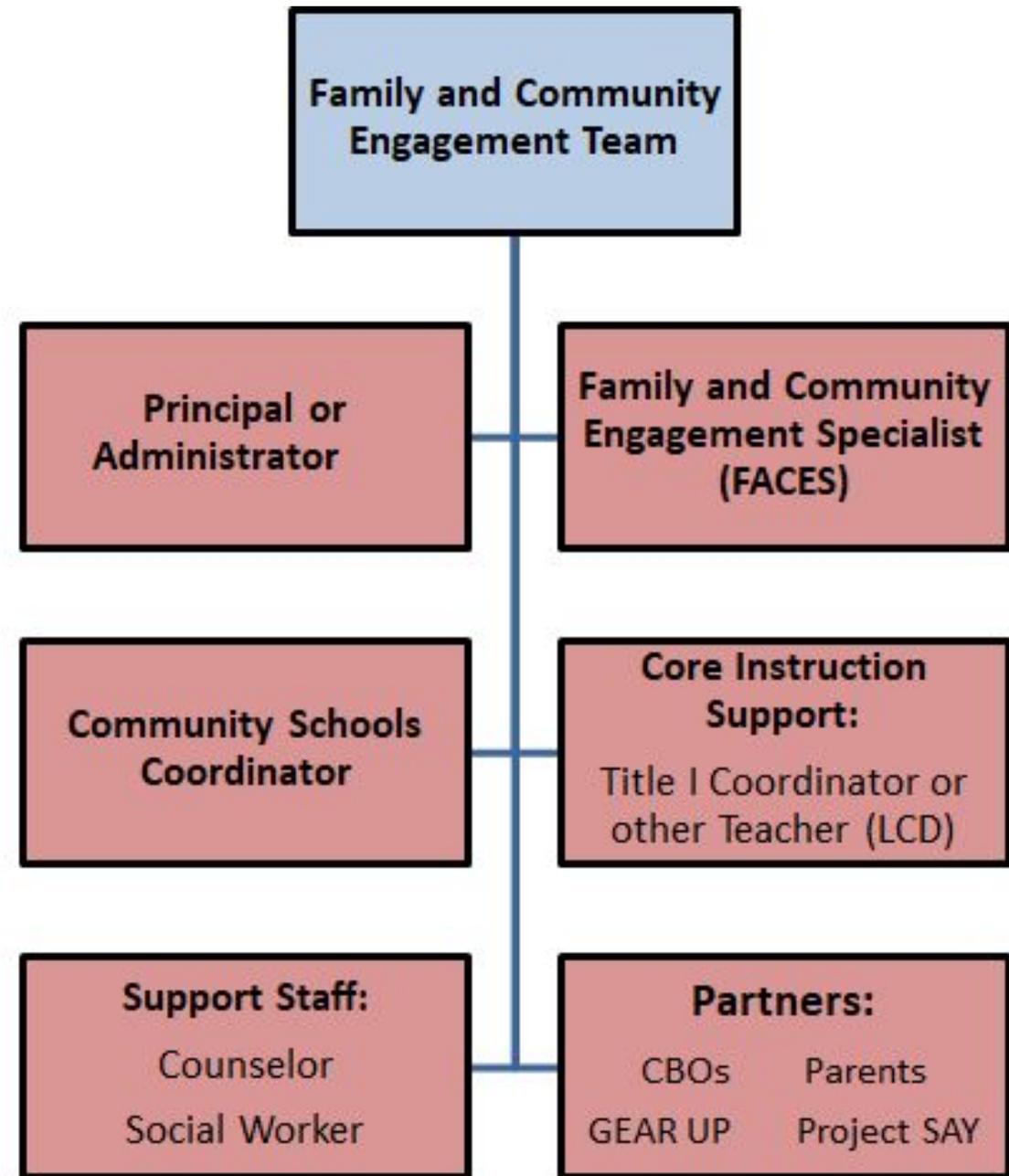
ANAHEIM UNION HIGH SCHOOL DISTRICT

- Focus on Mental Health
 - Family and Community Engagement Specialists (FACES)
 - Social Workers, Mindfulness
- [Family Resources](#)



AUNSD FACES

- Systems Thinking
 - District level teams
 - School leadership teams
 - Department PLCs



UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

- 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](#)



REMOTE LEARNING SCHEDULE

- School dismisses Friday the 13th
- Prioritize families-feeding centers open on Monday
- Technology distribution begins within 2 weeks
- Schedule established for students and teachers

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

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am -9am Period 1					
9am-9:30am Period 2					
9:30am-10am Period 3					
10am-11am	Office Hours	Office Hours	Teacher PLC	Office Hours	Office Hours
11am-12pm	Lunch	Lunch	Lunch	Lunch	Lunch
12pm-1pm	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
1pm-1:30pm Period 4					
1:30pm-2pm Period 5					
2:00pm-2:30pm Period 6/7/0					

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?**

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

- 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



UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

- 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



UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

- The project is not focused within one particular subject matter, but could be cross-curricular and through the lens of any content



1. The Relationship Between Minority Populations & Covid-19: Infection & Unemployment (Nollyanne Delacruz & Vian De La Torre)

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.



[Slides](#)

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