Equity and Continuity of Learning
Guidance and Tools for Unprecedented Times

The CCEE presents the Continuity of Learning Playbooks in collaboration with our county offices of education, local educational agencies, and other technical assistance partners for planning a safe return to school that maximizes future equity outcomes and addresses the diverse needs of California's students while adapting to the challenges posed by COVID-19.

As educators, parents, and leaders, we believe equity should underlie all that we do. As such, we felt it was important to highlight equity considerations in each section rather than make it a standalone, add-on item. We realize that true equity is more than a couple tips or tools. We offer these suggestions and insights as starting points to help administrators examine their actions through the lens of ensuring equity.

One or Two Reminders for Your Work	Tool in the Playbooks	Tools Beyond the Playbooks
SET GOALS		
Make sure your campus goals for reopening/continuity of learning are rooted in practical and not just philosophical equity. Be specific in how you will support those who have been disproportionately impacted by school closures.	Ensuring equity in goals: checklist originally designed by EdTrustWest for college but easily adaptable for K-12	Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege
CREATE SCHEDULES		
Consider the needs of students who were most significantly impacted by shelter-in-place first when building your schedule. Provide additional access to families who may not be able to provide home support, tech access or a quiet place to work.	SDCOE equitable scheduling considerations and examples	Learn and apply the tools of equityXdesign to directly and practically tackle problems of inequity and injustice through design.
COMMUNICATE PLAN		
As you look at your communication plan and messages, make sure you have provided information in various languages and through various channels to ensure information is shared to all with opportunities for feedback. Remember, communication is a way to give information, offer support, and check in on needs — so it should be two-directional.	Use a system like Talking Points for two-way communication in over 100 languages	Resources from Center For Racial Justice in Education to Talk about Race, Racism and Racialized Violence with Kids

ASSESSMENT		
Look for data on which students did not have access, which became caregivers themselves, which experienced loss, etc. Be intentional about breaking data down by your various subgroups to uncover potential pockets of greater need, including At-Promise Youth, Socially/ Economically Disadvantaged families, Special Populations, Homeless families, Foster youth, and LGBTQIA+ students.	Unbound and Pivot Equity Tool Kid	EdTrust-West's Data Equity Walk to look at needs and information through an equity lens

TRAUMA-INFORMED SEL		
Identify ways in which equity, social, emotional learning, and academic development can reinforce each other rather than being pursued separately.	SEL through a race equity lens with 5 strategies for system leader to take action	Leverage community partners to complete Empathy Interviews through this presentation and tools from SDCOE

BUILDING CAPACITY		
As teams move from emergency response to intentional distance and hybrid learning, make the time to review equity issues staff members have encountered and develop culturally-responsive strategies for the work ahead.	Support staff to learn Culturally Responsive distance learning strategies and using instructional continuity documents provided by SDCOE and linked below	Readings by Black, Latinx and indigenous scholars that are applicable for adults at every stage of their racial awareness journey

ENGLISH LEARNERS		
Understand culture and elevate home languages as students spend time learning from home. Doing so both honors families and increases parent and caregiver connection to school.	One way to honor language is by offering families content in their home language. One example is the International Children's Library	Explore Hofstede's Six Dimensions of Culture and the implications for teaching and working with people from a range of cultural and geographic backgrounds.

STUDENTS WITH DISABILITIES		
Leverage technology and remote learning in ways that ensure equity is not equality.	Planning protocols for supporting students with disabilities from the Diverse Learners Cooperative	Icebreakers and individual reflection activities around inclusion and equity

SUPPORT PROGRAMS		
Embrace a hive mentality and leverage service providers and community programs to expand the support team available to your learners. Prioritize organizations that also embrace an equity mindset and have experience serving those who have been disproportionately impacted by COVID-19.	Leverage community partners to complete empathy interviews through this presentation and tools from SDCOE	Continue the conversation in the community and use this Toolkit as a guide on how to have courageous conversations about race