



## FOCUS AREA 1

### Equity

Equity requires LEAs to use their knowledge, skill, and will to remove any barriers that can potentially cause inequity in their existing policies, structures, behaviors, and practices within our spheres of influence. Equity-minded leadership requires that LEAs develop the infrastructure that fosters the needs of all students. The re-opening school plan should have an equity scope from the beginning until the end. It is important to use the equity lens to redress inequity within various systems, structures, and instructional practices for all Pre-K-12 programs.

Through the use of designated universal screeners, diagnostic assessments, and other summative and formative tools, districts should ensure that high-quality instruction is being delivered for ALL students, along with opportunities to achieve their full potential. This also requires consistent monitoring, redesigning, and reflecting on what is being done to foster cultures for success in schools.

The following cross-cutting values can be a frame to support the creation of an equity plan: (1) equity demands students receive relevant and impactful instructional strategies, (2) high expectations to establish learning intentions & success criteria, (3) individual and collective efficacy to impact student learning outcomes and (4) activation of focused and intentional team actions.

## EQUITY CONSIDERATION

- During these difficult times, it is important to recognize that each family has different needs and solutions. Therefore, it is important for LEAs to recognize that although it requires effort, it is essential to take the course of action needed to establish contact with each family in order to ascertain their needs.
- Be sure to provide a translation of materials into other languages, and to communicate with the deaf and hard of hearing.
- Keep a key eye on your most challenged students and use personnel to ensure contact is established and maintained for ALL students.

## 1. ESSENTIAL QUESTIONS:

- How do LEAs recommend school sites come to know all of your students so that learning opportunities can make personal connections?
- How do LEAs recommend school sites support teachers to monitor the impact of instruction?
- How do LEAs recommend school sites determine instructional strategies that best support students in meeting their learning expectations?
- How do LEAs recommend school sites diagnose student learning needs to close gaps for students?
- How do LEAs recommend school sites use evidence of student learning to determine the learning needs of their teachers/teams?
- What do LEAs recommend for school sites to gather and analyze to determine the impact of their instructional decisions on student learning?

## Implementation, Recommendations, and Considerations

- Develop systems for gathering student voice
- Design culturally responsive learning experiences
- Identify data analysis protocols to analyze and interpret teaching and learning
- Incorporate universal design for learning (UDL) for equity
- Strengthen teaching practices through focused professional learning
- Develop two-way communication systems to strengthen and support parents/caregivers

## Resources

- [Tools for Amplifying Student Voice and Creativity](#) (Article)
- [Culturally Responsive Teaching: What You Need to Know](#) (Article & Video)
- [NSRF Protocols and Activities... from A to Z](#)
- [The UDL Guidelines](#) (Article & Charts)
- [What if We...Don't Return to School as Usual](#) (Article & Video)
- [A New Deal for Education](#) (Article)
- [Don't Go Back to Normal](#) (Video)
- [CASEL CARES: Leading for Equity in Challenging Times: Our Role as Leaders to Catalyze Change](#) (Video)



## FOCUS AREA 2

### Standards-Based Instructional Delivery Models

As LEAs select standards-based delivery models that align to the Department of Public Health directives as well as the needs of their students and families, considerations for equity and accessibility, instructional planning, and professional development will be key considerations to a successful implementation. Delivery model selection should include a plan to ensure robust and coherent learning opportunities, clarity of learning priorities, and equity and access for all learners while also ensuring support for the training of parents, teachers, and site administrators, the use of data to inform the improvement of instructional and school practices, and the consideration of changing environmental conditions.

**1. ESSENTIAL QUESTION:** How can we ensure delivery models are equitable and accessible to all students?

#### Implementations, Recommendations, and Considerations

##### Equitable and Accessible Delivery Models

It is recommended that districts and school sites anticipate equity and access barriers when designing delivery models as well as use data to identify who has access and for whom there are obstacles. Principles of culturally-responsive teaching and the UDL framework should be key considerations to enhance quality learning opportunities for all students. Equitable learning experiences should occur between multiple delivery models (i.e. face to face, hybrid, and distance). Device distribution procedures (take home vs. in-class access only) and implementation of small virtual and/or face to face groups for the most vulnerable student groups should be considered. Districts and school sites are encouraged to engage in a plan-do-study-act cycle of continuous monitoring to guide decision making and ensure delivery models remain equitable and accessible.

##### Clarity of Learning Priorities

It is recommended that districts and school sites identify and align instructional delivery models to learning priorities with an emphasis on changing environmental factors as well as current grade-level standards using acceleration, spiraling, and scaffolding as needed. When identifying learning priorities, districts and school sites should consider the assets and cultural context of students as well as student home environments and student and family variability. Additional recommendations include maximizing personalized learning beyond differentiation only with provisions for clear goals and flexible pathways as options for students to master the grade-level content. When considering clarity of learning priorities, extensive communication should be provided to all stakeholders. Districts and school sites should provide additional support to stakeholders when implementing distance and/or hybrid models with special considerations for parents of students who are new to the district and/or school site.

##### Engaging all Stakeholders

It is recommended that districts and school sites consider the implementation of a district task force team that supports the lenses of all stakeholders (parents, students, and staff) and take special precautions to engage parents in dialogue related to district initiatives. Educational and technology services departments should consider creating an implementation team that assists in the selection of devices and applications that support compatibility and accessibility for all learning in all environments.

##### Resources

- [The Return: How Should Education Leaders Prepare for Reentry?](#)
- [A Blueprint for Back to School](#)
- [Designing Flexible Learning Pathways for Students](#)
- [Instruction Look Fors: Resources to enable personalized learning](#)
- [Overcoming the Distance: Promising Practices to Center Equity in Implementing Distance Learning](#)
- [Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not](#)
- [UDL Rubric](#)
- [UDL Guidelines](#)
- [How to Develop Culturally Responsive Teaching for Distance Learning](#)
- [Plan, Do, Study, Act](#)



**2. ESSENTIAL QUESTION:** How can we best prepare principals and teachers to design and facilitate face to face, distance, and hybrid learning models?

### **Implementation, Recommendations, and Considerations**

#### **Standards-Based Delivery Model Professional Development**

To ensure confidence and competence in all adopted platforms and applications, districts are encouraged to implement a comprehensive plan for initial and ongoing training and development that includes monitoring and supporting principals and teachers throughout the school year. It is recommended LEAs collectively define best practices, including strategies and resources for student engagement, collaboration across all student groups (EL, SWD, etc.), and in all learning environments. The professional development plan should include a plan-do-study-act cycle of ongoing monitoring to ensure optimum preparation for principals and teachers as well as identify potential modifications and revisions.

#### **Maximizing Professional Development Opportunities**

Districts should consider limiting the number of platforms and applications used to intentionally provide consistency to parents with students across multiple grade levels and/or schools while also maximizing training opportunities offered by district-adopted learning management system (LMS) vendors. Districts may want to consider a customized coaching model for administrators to ensure they are prepared to support the implementation of best instructional practices for face to face, synchronous and asynchronous models, and are equipped to support staff with implementation strategies.

#### **Professional Development Principal and Teacher Inclusiveness**

It is recommended that districts prepare principals and teachers to design, facilitate, and transition between face to face, distance, and hybrid learning models. To address skill variety, districts and school sites should consider the use of surveys to gather data on teacher and principal professional development needs. This should include teacher and principal choice and voice in the selection of professional development opportunities. Coaching models in which expert teachers serve as mentors to support peers in the effective design and implementation of face to face, synchronous and asynchronous instructional models should be considered. Further recommendations include the use of micro-credentials and competency-based digital certification to support stages of mastery in skill and knowledge development. Bargaining unit implications in relation to professional development plans should be considered.

### **Resources**

- [What Separates a Good Blended Learning Program From a Bad One?](#)
  - [Designing a High-Quality Online Course](#)
  - [Blended Learning Models](#)
  - [6 Key Considerations for Supporting English Learners with Distance Learning](#)
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**3. ESSENTIAL QUESTION:** How can we ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions?

### **Implementation, Recommendations, and Considerations**

#### **Robust and Coherent Learning Opportunities**

In order to ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions, the task force makes several recommendations. It is recommended that districts set consistent educational expectations for instruction to ensure all models (face to face, hybrid, and distance) are consistently rigorous. When considering schedules, districts should factor in teacher credentials, particularly within a secondary model, to ensure equitable access for students in all possible models of instruction. Districts should consider creating curriculum design teams to ensure equity across models while also considering the use of a single learning platform that can be used across a variety of models. Policies and procedures that clearly identify criteria for implementation of an alternate delivery model (i.e. face to face to distance and vice versa) should be developed. Similarly, districts should ensure consistent policies and procedures to facilitate successful transitions between various learning models.

#### **Clear Routines and Practices**

It is recommended that clear routines and practices are established for teachers, students, and parents to use in all learning environments. Districts should communicate expectations and feedback protocols for face to face, synchronous, and asynchronous models to administrators, teachers, students, and parents. Formative learning tasks aligned to feedback protocols should also be implemented to monitor student learning.

Districts should also consider opportunities for collaboration across grade level and/or content area teams to include the establishment of foundational strategies, routines, and practices for monitoring student learning in face to face, synchronous and asynchronous models. Finally, districts should include a plan-do-study-act cycle as part of their established

routines and practices to ensure ongoing monitoring of robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions.

## Resources

- [A Blueprint for Back to School](#)
- [Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy](#)
- [Coherence Making by Fullan](#)
- [Feedback in schools by John Hattie](#)

### FOCUS AREA 3

#### Assessment and Measurement

As districts plan to re-open schools, educators must consider methods by which they can accurately assess students' academic and social-emotional needs to ensure appropriate student placement, align necessary supports, and invest in adequate resources. As the school year progresses, and as students may be learning in a variety of instructional settings, this requires educators to ensure that they have various methods by which to assess students' progress in order to plan appropriate instruction and intervention. Collaboratively analyzing data is necessary to align a collective and coherent response while also embracing a cycle of inquiry to ensure continuous improvement. It is also important to determine other possible metrics and measurement methods to address newly emerging areas of need such as access to distance learning, equipment, and engagement in various learning models. Communication with parents and families is of paramount importance during the planning process and throughout the school year in order to reinforce the home-school partnership and engage families in identifying and addressing students' needs.

**1. ESSENTIAL QUESTION:** How do we accurately assess students' academic levels and social-emotional needs upon students' re-entry into school in 2020–21?

#### Implementation, Recommendations, and Considerations

##### Selection and Administration of Diagnostic Assessments

Prior to students' return, districts and schools should consider scheduling opportunities for educators to identify essential learning standards per grade level and collaboratively developing diagnostic assessments to measure learning mastery based on identified essential standards. If essential standards are not developed or readily available, districts can determine appropriate diagnostic, universal screening assessments. Educators can consult with existing testing vendors and review curricular materials for available options and recommendations or determine if standards-aligned Smarter Balanced interim assessments might be repurposed for diagnostic purposes. Teachers should be included in the development and/or selection of assessments in order to ensure assessments are meaningful, purposeful, and used appropriately. Different assessments will be necessary for assessing academic levels (learning loss) and social-emotional learning (SEL) needs and assessments must be appropriate to students' grade levels. When designing or selecting assessments, be sure that results can be disaggregated by student group and program participation to illuminate any gaps when diagnosing academic and SEL needs.

Prior to administering any diagnostic assessments, educators must allow a period of time for students' readjustment to school settings and for relationships to build between students and teachers. The most vulnerable students (students experiencing homelessness, foster youth, students with disabilities, English learners, students directly impacted by COVID-19) should be prioritized in order to respond to needs as quickly as possible. Results of assessments should be used in collaboratively planning instruction and intervention to support learners and address identified needs (see recommendations in [Standards Based-Instructional Delivery Models Guidance](#)).

##### Language Proficiency of English Learners

Districts must determine the method by which language proficiency will be assessed in order to appropriately align English language development services. If summative English Language Proficiency Assessments for California (ELPAC) were not administered in Spring 2020, determine how language proficiency levels will be assessed to inform student placement, language development services, and reclassification. Initial ELPAC must be administered to all newly-enrolled English learners within 30 days. The Assessment Development and Administration Division of CDE is awaiting guidance related to initial ELPAC administration with social distancing requirements and will post information as it becomes available.

### **Support for Educators and Families**

Provide professional development to teachers, site support staff, and site administrators (in-person or virtual) prior to assessment administration to learn the purpose and process for assessment administration as well as how to analyze, interpret, and respond to results. Include families/guardians in decisions about assessments and ensure there are frequent methods to communicate about results.

### **Assessing Special Populations**

Provide appropriate testing accommodations when assessing students with disabilities. Ensure appropriate language supports are utilized when assessing English Learners in order to accurately diagnose learning and SEL needs. Determine and plan for alternative administration methods for early grades (TK-2) and newcomers that may need additional time or support.

### **Various Learning Settings**

In a hybrid learning environment, consider which setting (in-person or virtual) is most appropriate for diagnosing needs. In a distance learning environment, consider alternative assessment options (online synchronous or asynchronous assessment, 1:1 administration by teachers in a virtual setting). If statewide academic assessments (i.e. Smarter Balanced) were not administered in Spring 2020, consider repurposing standards-aligned interim assessments to serve as a diagnostic academic assessment.

### **Strategic Planning**

Without annual assessment results from 2019–20, consider how diagnostic assessments connect to the larger strategic planning effort in the district. Analyze results to inform development of the Local Control Accountability Plan (LCAP) and Special Education Plan (SEP) in order to ensure adequate investments in actions and services to address students' needs.

### **Resources**

- See [Riverside County District Assessment survey results](#) for various assessment options currently being implemented or planned in Riverside County.
- [Learning Acceleration Guide](#) ( p. 7-10, 16)
- [How to Contend with Pandemic Learning Loss: Teachers will need to work together to uncover missed learning](#)
- [A Plan to Safely Re-open America's Schools and Communities](#) (p. 11, 16)
- [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#)
- [The Return: How Should Education Leaders Prepare for Reentry?](#) (p. 6)
- [SEL Assessment Guide](#)
- [A Blueprint for Back to School](#) (p. 13-14)
- [SBAC Interim Guidance for 2020–21](#)

- [Using Assessments to Identify and Address COVID-19 Learning Gaps](#)
- [Instructional Recovery Plan Template](#)

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**2. ESSENTIAL QUESTION:** How do we ensure that key aspects of a high quality, balanced assessment system including frequent progress monitoring can be implemented with fidelity across various learning models (e.g. distance, hybrid, or face to face learning settings)?

### **Implementation, Recommendations, and Considerations**

#### **Assessment Design**

District and school teams should collaboratively determine agreed-upon features of a high quality, balanced assessment system with various stakeholders. Approach should be based upon assessment system research in order to ensure various assessments are meaningful, purposeful, and used with fidelity and to verify that various assessments are able to be administered across various learning settings. Success criteria aligned to academic and SEL standards should also be determined along with methods to measure success. In collaboration with various stakeholder groups (teachers, counselors, parents), identify appropriate assessment tools (tests, surveys, rubrics, portfolios, projects, etc.) for academics and SEL. Select or develop a variety of assessment methods that can be implemented in various settings including formative and summative assessments. Include screeners, diagnostics, progress monitoring, formative, and summative assessments, with considerations for the length and frequency of administration.

#### **Data Analysis**

Ensure that results can be disaggregated by student group and program participation to illuminate any gaps when assessing and monitoring student progress. Determine the process and frequency by which assessments will be administered, results will be gathered, and data will be analyzed. Include assessment coordinators and technology staff if results will be gathered in data management or student information system. Connect analysis and response processes to existing structures and systems (e.g. High Impact Teams, Professional Learning Communities, MTSS).

#### **Support for Educators and Families**

Provide professional development to teachers, administrators, and support personnel in the various assessment methods including training in student data privacy in remote learning environments. Communicate with families about the purpose of the variety of assessments, the various methods in which students will be assessed, and the results of student assessments.

## Equity

Use an equity lens when defining key aspects of a high quality, balanced assessment system and when planning for implementation across various learning settings to eliminate bias.

## Integrity and Honesty

Discuss academic honesty and assessment integrity, reliability, and validity when defining key aspects of the assessment system and planning for implementation.

## Support for Special Populations

Provide appropriate testing accommodations when assessing students with disabilities. Ensure appropriate language supports are utilized when assessing English Learners.

## Resources

- [Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not](#)
- [Restoring Hope And Seizing Opportunity In The Face Of Crisis](#) (p. 4)
- [Make Assessment Work for All Students: Multiple Measures Matter](#)
- [Five Elements For Assessment Design And Use To Support Student Autonomy](#)
- [Assessing Student Learning in the Online Modality](#)
- [Assessing Online Learning](#)
- [Creative Methods of Assessment in Online Learning](#)
- [Using Conversation for Assessment](#)
- [Transition to Online Learning Assessment Webinar](#)
- [Using Universal Design for Learning \(UDL\) to accurately assess student progress](#)
- [Top 10 UDL Tips for Assessment](#)
- [Instructional Look Fors: Resources to enable personalized learning](#)
- [Technical Quality of Assessments](#) (CA ELA/ELD Framework, Chapter 8)
- [‘Types of Assessment’ and ‘Assessment Tools’](#) (CA Mathematics Framework)
- [Smarter Balanced Tools for Teachers](#)
- [Smarter Balanced Content Explorer](#)
- [Administering Smarter Balanced Interim Assessments Remotely](#)
- [Summative Assessment in Distance Learning](#)
- [Formative Assessment in Distance Learning](#)
- [Understanding the Formative Assessment Process 1-pager](#)
- [Understanding the Formative Assessment Process video](#)
- [Formative Assessments Video Series](#)
- [75 Digital Tools and Apps for Formative Assessment](#)
- [24 Digital Tools for Formative Assessment](#)

**3. ESSENTIAL QUESTION:** How should we monitor and measure other aspects of a student’s educational experience including access and engagement?

## Implementation, Recommendations, and Considerations

### Selection of Metrics

Determine which aspects of the educational environment must be measured in order to determine a baseline and monitor progress frequently during the school year. Select appropriate qualitative or quantitative measurements and data collection tools aligned to the identified aspects.

### Data Collection and Analysis

Develop a monitoring schedule and select an analysis venue (e.g. district leadership meeting, staff meeting, etc.). Assign data collection roles and provide data collection tools/methods to appropriate staff. Training may be required depending on data types and staff experience. Collect and analyze data according to a predetermined schedule. Ensure that results can be disaggregated by student group and program participation to illuminate any gaps in access, engagement, and other selected measures.

### Communication and Utilization of Results

Utilize various communication opportunities (board meetings, social media, website) to communicate results to stakeholders and seek input into opportunities for improvement. Celebrate successes and determine potential areas still in need of improvement. Utilize results of monitoring when collaboratively planning access and engagement opportunities to support learners.

### Equity

Use an equity lens when determining which aspects of students’ educational experiences should be monitored to demonstrate intentional focus on eliminating opportunity gaps. This requires analysis of disaggregated results to identify systemic trends in disproportionate access and engagement.

### Privacy

Design tools and activities with awareness of legal guidelines such as Health Insurance Portability and Accountability Act (HIPAA) and (Family Educational Rights and Privacy Act (FERPA).

### Frequency

Consider the quantity and frequency of various assessments and measurements to avoid overburdening staff with data collection and negatively impacting students and families.

### Strategic Planning

Consider how selected metrics connect to the larger strategic planning effort in the district and to LCFF priorities. Results can inform the development of the Local Control Accountability Plan (LCAP) and Special Education Plan (SEP) in order to ensure adequate investments in actions and services to address students' needs.

### Resources

- [CCEE Distance Learning Playbook: Assessment](#)
- [CCEE Hybrid Learning Playbook: Assessment](#)
- [3 Principles for Assessments During Instructional Recovery and Beyond](#)
- [Learning Acceleration Guide](#) (p. 5-6,15, 21)
- [Alternative Metrics Resource, Data Collection Tool, and Slide presentation](#) (San Diego County Office of Education)
- [Assessing the Impact of Disruption with Empathy Interviews](#) (San Diego COE)
- [Equitable Learning Recovery Toolkit for 2020-21 Planning](#)

**4. ESSENTIAL QUESTION:** How do we ensure effective, ongoing, two-way communication between stakeholders related to assessment and measurement?

### Implementation, Recommendations, and Considerations

#### Communicating about Assessments

Districts should begin the process of developing a communication plan for varied audiences (parents, teachers, students, community partners) inclusive of assessment topics (types and purposes of assessment, assessment frequency, and schedules, how results are utilized, scoring and grading) and specific to channels used by each target group. The planning and implementation should include a diverse selection of stakeholders (teachers, counselors, administrators, parents, community members, etc.). Communication methods should include multilingual print, social media, personal messaging, and other accessible formats to articulate standards, learning targets (e.g. What a ninth-grader should know), types of assessment, assessment schedules, and grading methods along with opportunities for providing input. The plan should also support parents, extracurricular supporters, and community partners in creating an appropriate assessment environment for distance learning and how to preserve assessment integrity.

### Communicating about Assessment Results

Assessment results should be shared frequently with families and students. Educators should engage students in meaningful conversations to review results and set goals for future progress. Improvement cycles should be embedded within the school year to respond to feedback and improve the system.

### Equity

Maintain equity in student access and outcomes as the lens through which decisions are made and communicated.

### Frequency

Health and safety must be prioritized. District and school decisions will be based on Public Health Department guidance and requirements which means information might change frequently. Due to the volatility of the current circumstances, decisions will be evolving. Decisions made today may change rapidly and frequently. Consider the frequency by which information must be shared in order to ensure that stakeholders have the most current information.

### Resources

- [CCEE Distance Learning Playbook: Communication](#)
- [CCEE Hybrid Learning Playbook: Communication](#)
- [Coronavirus Communication Strategies for Schools](#)
- [Learning Acceleration Guide](#) (p. 21)
- [Efficient and effective communication strategies for schools/districts to connect with families during COVID-19](#) (EAB)
- [Tackling COVID-19 Together](#) (CA PTA resources)



## FOCUS AREA 4

### Engagement

During these challenging times, it is important for educators to consider not only standard-based learning and assessments, but also how best to engage students and provide consistent communication to parents/guardians. As educators, we recognize that student engagement occurs when students elaborate on their thinking related to key concepts in order to establish meaning. This can present particular challenges when we consider that some districts are employing traditional face to face learning while others are incorporating hybrid and distance learning. Each of these models requires particular intentionality when it comes to student engagement. The first step in engaging students involves getting them to “attend.” Thus, we offer the following essential questions to guide us in our thinking about how best to engage students.

**1. ESSENTIAL QUESTION:** How do we respond to students who are chronically absent?

#### Implementation, Recommendations, and Considerations

To respond to chronic absenteeism, it is recommended to search and seek out those who are chronically absent by generating chronic absentee reports on a regular basis. The LEA’s Child Welfare and Attendance Coordinator or Director can assist with generating these reports for schools. Each school, however, also has the capability to generate chronic absentee reports. Once students have been identified as being chronically absent, every effort to contact the parent/guardian should be made directly by the school site. If the school site needs further assistance, the CWA liaisons can assist with home welfare checks. Additional considerations include:

- How might we use existing personnel to help conduct home visits? (This includes proctors, coaches, etc.)
- What safety measures would need to be taken for in-home visits?
- How can we use existing mentor programs to increase student attendance?

#### Resources

- [Using Success Mentors to Combat Chronic Absenteeism](#)
- [Chronic Absence: 3 Tiers of Intervention](#)
- [SchoolHouse Connection - Using Chronic Absence Data to Identify and Support Students Experiencing Homelessness](#)
- [Distance Learning Plan Homeless Education Support Document](#)

**2. ESSENTIAL QUESTION:** How do we promote student agency by honoring students’ voices and choices in the new landscape of learning?

#### Implementation, Recommendations, and Considerations

To promote student agency by honoring students’ voices and choices in the new landscape of learning, it is recommended to implement best practices in collaboration, communication, and connection for students and teachers. This is an essential strategy to ensure that students create personal meaning for learning. It is critical to provide options/choices for students as much as possible to build student agency. Accommodating students’ needs as much as possible includes being geographically neutral. Many students may not have the resources to access face to face instruction or may not have Wi-Fi. An example of accommodating students in this scenario would be providing a work packet rather than requiring virtual lessons. Additional considerations include:

- How do we engage families/guardians/caregivers in their student’s learning?
- How do we support families/guardians/caregivers as they support their child’s learning?
- How do we support parents with best practices in terms of screen use?
- What are the best practices for students, for teachers, for collaboration, and for communication, etc.?

#### Resources

- [UDL / Engagement](#)
- [CORE Collaborative Learning Menus](#)
- [Standards for Students | ISTE](#)
- [UDL Best Practices for Distance Learning](#)
- [BTS Spark COVID-19 Support](#)
- [Blended Learning and Online Learning Community of Inquiry Theoretical Framework With Catlin Tucker](#)

**3. ESSENTIAL QUESTION:** What are some of the minimum criteria for instructional design that consider grade level and structure for the instructional day based on the new landscape of learning?

**Implementation, Recommendations, and Considerations**

In order to ensure that we are appropriately engaging students, it is important to consider such elements as developmental needs. Therefore, it is recommended that LEAs identify key practices by grade level and have recommendations noted by grade level and then systematize the content creation tools. Additional considerations include:

- Considering local community expressed needs and stakeholder input, what does the ideal daily structure look like?
- What are possible models of instruction (hybrid, ½ population, etc.) and what are the implementation strategies for each model?
- How often should students process information, share, engage in synchronous, and asynchronous learning?

**Resources**

- [Blended Learning and Online Learning](#)
- [Community of Inquiry Theoretical Framework With Catlin Tucker](#)
- [Learning Solution - Why Instructional Design Matters in eLearning](#)

**4. ESSENTIAL QUESTION:** How do we provide social-emotional learning that promotes student engagement and supports staff and families in the new landscape for learning?

**Implementation, Recommendations, and Considerations**

In order to provide a comprehensive approach to education, it is important to consider the social and emotional needs of administrators, staff, students, and families. Attention to social and emotional learning (SEL) helps to promote learning environments that are safe and allows all stakeholders to share their thoughts, feelings, and ideas with others in the community. Also the pairing of SEL and equity can be used to close opportunity gaps and create more inclusive school communities. In addition, by leveraging current systems (MTSS, PBIS, etc.), districts and schools can integrate SEL into a multi-tiered system of support to provide a tiered response to the social and emotional needs of administrators, staff, students, and families both online and in-person. It will be crucial to examine, develop, and/or expand these systems as many stakeholders may need various levels of emotional support as schools re-open. Some additional considerations are:

- Has staff received professional development in social emotional learning?
- Is a multi-tiered system of support for SEL developed to respond to the needs of administrators, staff, students, and families as schools re-open?
- Have we adopted a research-based SEL curriculum that is used universally with all students?
- How will we discuss, identify, and address potential social and behavioral deficits students may have upon returning to school?

**Resources**

- [CASEL](#)
- [Second Step COVID-19 supports](#)
- [Riverside helpline](#)
- [Care Solace, fast mental health referrals](#)
- [Managing Stress - COVID-19](#)
- [Talking with Children about COVID-19](#)
- [How to Help Children in Time of Crisis](#)
- [Teaching students to cope with stress](#)
- [Managing Stress and Anxiety](#)
- [Top 10 Ways for Students to Manage Stress](#)
- [CDE Help for Students in Crisis](#)
- [California Parent and Youth Helpline](#)
- [Safe and Civil Schools Resources](#)
- [NASP School Reentry Considerations](#)
- [Teaching Social Emotional Competencies within a PBIS Framework](#)
- [PowerPoint and Resources to Leverage PBIS to Meet the SEL Needs of Administrators](#)
- [PowerPoint and Resources to Leverage PBIS to Meet the SEL Needs of Students and Families](#)
- [SEL as a Lever for Equity](#)
- [Adult SEL](#)
- [SEL Curriculum](#)
- [SEL Tiered Intervention - One School's Story](#)
- [Leveraging SEL as You Prepare to Re-open Schools.pdf](#)
- [Yale Center for Emotional Intelligence](#)
- [CDE - California's SEL Guiding Principles.pdf](#)
- [CDE - California's SEL Resource Guide.pdf](#)
- [CDE - SEL in Distance Learning](#)
- [School Resources for Navigating Emotional Times](#)
- [Wide Open School](#)

**5. ESSENTIAL QUESTION:** How do we engage and support families, guardians, and/or caregivers in student learning?

**Implementation, Recommendations, and Considerations**

Given the unexpected nature of this health crisis and the immediate action it posed for students, most LEAs primarily focused on direct student communication and engagement. However, in this new landscape, it is important to engage with parents, and caregivers as much as possible. Considerations can include such items as:

- Parent/ guardian office hours
- Other methods to collect parent/caregiver voice and input to collect their expressed needs

**Resources**

- [Alvord USD Parent Resources \(English and Spanish\)](#)
- [How can families support student learning at home?](#)
- [Colorín Colorado: A bilingual site for educators and families of English language learners](#)
- [UNESCO - Resources for Parents and Teachers: Motivating & Supporting Children During Remote Learning](#)
- [EdWeek Video: 7 Tips for Parents Supporting Remote Learning](#)
- [7 guidelines for effective teaching online](#)

**6. ESSENTIAL QUESTION:** How do we provide a multi-tiered system of support for positive behaviors and interventions within the various instructional models both at school and at home?

**Implementation, Recommendations and Considerations**

Positive Behavior Interventions and Supports (PBIS) is a tiered framework which uses data, systems, and practices to enhance student outcomes. PBIS can be used in the home and at school to minimize behavioral disruptions and support the social and emotional growth of adults and students both online and in-person. The PBIS framework can be adapted to support online instruction and student behavior by helping to establish clear expectations, create consistent and predictable learning routines, and develop positive and consistent feedback systems to affirm student choices. As schools re-open it is important to consider the current PBIS framework to ensure an empathetic and equitable response to trauma stakeholders may have experienced due to the pandemic. Schools should consider their tiered approach to PBIS to ensure supports and interventions provide a tiered response both online and in-person. Reviewing existing practices and supports such as mindfulness, restorative practices, mental health services, and trauma informed practices and integrating these practices and support within the PBIS framework will help to ensure stakeholder needs are met.

Schools should consider how stakeholder input will be gathered and included as they develop a plan to re-open schools and address the needs of stakeholders within the various instructional models. Identifying and reviewing available data will be crucial in determining and addressing the needs of administrators, staff, students, and families. Some additional considerations are:

- How can PBIS be utilized to address inequities within discipline policies and procedures?
- How can surveys be used as a method of data collection for current behavioral concerns for students, staff and families?
- Are systems and practices in place to ensure time and space is provided to reconnect with students and to reteach school-wide behavioral expectations in context?
- Does the discipline system ensure a lens of equity and empathy for students who may have behavioral concerns due to trauma experienced during the pandemic?

**Resources**

- [Supporting Families with PBIS at Home](#)
- [Creating a PBIS Behavior Matrix for Remote Instruction](#)
- [Resources for Making Your School Year Safer More Predictable and More Positive](#)
- [PBIS-Cultural Responsiveness Field Guide](#)
- [Key Elements of Policies to Address Discipline Disproportionality](#)
- [Aspen Institute Report - From a Nation at Risk to a Nation at Hope.pdf](#)
- [Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness](#)
- [Integrating Mental Health and Social Emotional Well Being](#)
- [Maintaining a Positive Learning Climate in the Aftermath of Tragedy](#)
- [Responding to the COVID-19-Through PBIS](#)
- [Track Positive Reinforcement with Be+App](#)
- [Distance Learning Surveys](#)
- [Guide to Well-Being During Coronavirus](#)
- [Alternatives to Suspension](#)

## FOCUS AREA 5

### English Language Learners

Like all students, English learners experienced a sudden disruption to their daily lives and have experienced stressful situations due to the COVID-19 emergency. A focus on providing appropriate support to refocus English learners to engage in productive collaboration and learning is essential to their success. In the CDE document, *Stronger Together, A Guidebook for the Safe Reopening of California's Public Schools*, the CDE states that “the goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students within a reasonable period of time. To accomplish these goals, English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).”

**1. ESSENTIAL QUESTION:** How will designated and integrated ELD be provided if students are participating in distance learning or a hybrid of in-person and virtual learning?

#### Implementation, Recommendations, and Considerations

A key to ensuring an English learner's progress in English language proficiency is to develop and support oral language development during designated ELD (D-ELD) and integrated ELD (I-ELD) lessons. Once an LEA has determined the instructional learning model most effective in supporting English language development - asynchronous, synchronous, or a hybrid of both - the following should be considered:

- Determine how instructional assistants will support students.
- Select technology-based resources that can be used to maximize engagement, learning, and collaboration.
- Identify materials (sets of student texts, workbooks, etc.) to send home with students.
- Determine if the current curriculum has a digital integrated or designated ELD component for which the LEA already has a digital subscription.
- Contact publishers and vendors to ask if free full access to components that support distance learning are available.
- Consider a hybrid model for at-home learning (virtual learning and/or assignment packets).
- Survey families to determine internet accessibility and provide guidance on how and where to get internet access.
- Rural areas with no internet access will need alternative methods such as packets, public television resources, etc.

#### Resources

- SEAL- [6 Key Considerations for Supporting ELs](#)
- SBCSS Webinar- [Considerations for English Learners and Online Learning](#)
  - » [SBCSS webinar](#) (recording)
- [COVID-19 EL Resources](#)
- Sanger Unified [Choice Boards](#)
- CDE English Learner Support Division [Newsletters](#)
- CISC [Considerations for Inclusivity and Support within dELD during Remote Learning](#)
- Google [Tools for ELL](#)
- Microsoft [Immersive Reader](#)
- [Online ELD sites for K-12 students](#)

**2. ESSENTIAL QUESTION:** How will LEAs ensure that all current English learners and reclassified students make progress during distance learning or a hybrid of in-person and virtual learning?

#### Implementation, Recommendations, and Considerations

In order for English learners to evolve and advance in their acquisition of the English language and receive appropriate services to support their progress, it is essential that the LEA determine how language proficiency levels will be assessed. Assessments can be used to inform student placement, language support services, and whether a student meets the state and local reclassification criteria. Considerations for assessing English learners include:

- Identify curriculum-embedded assessments from current ELD curriculum to assess English language proficiency.
- Identify how the LEA will support English learners who are not making progress toward proficiency.

- Plan for how employees will adhere to social distancing requirements as related to one-on-one language assessments (i.e. personal protective equipment such as face shields for the assessors, clear partitions for parent check-in and to review assessment results with parents, etc.).
- Additional recommendations for assessing English learners can be found in the Assessment and Measurement section.

### Resources

- [Matrix 4- Accommodations](#)
- [ELPAC Implications of COVID-19 and the Suspension of Testing](#)
- [Smarter Balanced Tools for Teachers](#)

**3. ESSENTIAL QUESTION:** How will we engage English learners’ families and ensure they receive information and convey information in a language they understand during distance learning or a hybrid of in-person and virtual learning?

### Implementation, Recommendations, and Considerations

Be tenacious about every English learner. When connecting with the families, aim for meaningful and authentic connections. Consider addressing the physical and social-emotional health of the family and its members before addressing academic topics. Other considerations that support positive family outreach include the following:

- Keep district and school websites updated with the most current information and links.
- Ensure communications are in a language that parents understand.
- Determine how parent liaisons can support outreach to families of English learners.
- Consider surveying families regularly.
- Consider developing a tool for two-way communication.
- Have sample letters ready.
- Consider virtual office hours for families as a forum to address questions, concerns, needs.
- When connecting with families, consider health and social-emotional connections first to ensure they are okay before addressing academic issues.

### Resources

- California Department of Education (CDE) [Parent Newsletters](#)
- [Talking Points](#): Two-way communication tool solely focused on family engagement for underserved and multilingual families
- [English Learner Family Engagement During Coronavirus](#)
- RCOE ELA/ELD Network Presentation on [Best Practices for English Learners](#)
- [Sample Call Log](#), [Questions to consider when making contact](#)
- Edutopia Article - [6 Tips for Engaging the Families of English Learners](#)
- Colorin Colorado [A Guide for Engaging ELL Families: Twenty Strategies for School Leaders](#)

**4. ESSENTIAL QUESTION:** How will we provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning or a hybrid of in-person and virtual learning?

### Implementation, Recommendations, and Considerations

Developing a protocol to support teachers in providing integrated and designated English language development helps to define for teachers how such lessons can be implemented in a virtual and hybrid setting.

### Resources

- SBCSS Webinar- [Considerations for English Learners and Online Learning](#)
  - » [SBCSS webinar](#) (recording)
- RCOE ELA/ELD Network [Professional Development Resources](#)
- Curriculum and Instruction Steering Committee (CISC) [Padlet](#) with Sample Lesson Models for Use with English Learners



## FOCUS AREA 6

### Expanded Learning

Schools that offer expanded learning programs support students socially, emotionally, and academically. Children from diverse, high-poverty communities benefit greatly from this support, in that they are rewarded with improved educational outcomes and long, lived relationships. Student success and well-being have been seen in the areas of academic success, character education, civic engagement, social and emotional development, and nutrition. Additionally, students are kept safe and free of the risky behaviors that harm unsupervised children left at home alone by learning about healthy choices and healthy behaviors. Expanded learning programs can lend support on multiple fronts, social and emotional, as well as linguistic and academic.

**1. ESSENTIAL QUESTION:** How can expanded learning program directors work closely with school leaders to create school-aligned academic supports?

#### Implementation, Recommendations, and Considerations

A quality expanded learning program includes a united effort by stakeholders to support a curriculum that deters failure and promotes success. School staff and expanded learning staff should meet regularly to ensure that the after school program is an expansion of the academic and social emotional day. Inclusion of expanded learning program site directors in staff meetings encourages mutual support and communication for all stakeholders. Districts/schools should consider including the after school staff in MTSS, PBIS and youth mental health first aid to support additional learning. Time for both staff groups to collaborate will result in better outcomes. Data collected from student participants in Expanded Learning Programs are more apt to show increases in all areas.

#### Resources

- [Quality Standards for Expanded Learning in California](#)
- [Expanding Minds and Opportunities | The Expanded Learning and Afterschool Project](#)



**2. ESSENTIAL QUESTION:** How can expanded learning program directors work closely with school leaders to create school-aligned social and emotional learning supports?

#### Implementation, Recommendations, and Considerations

Expanded learning programs may create pre-return to school programming involving a camp-like offering designed to assist students to emotionally acclimate back to school prior to the official start. The most effective programs are sequenced, active, focused, and explicit. Lessons and modeling demonstrate how to make supportive relationships with peers and caring adults. This would provide a high level of transitional engagement to the traditional classroom setting. Other allowable expanded learning program work may include:

- Online programming for youth that is reasonable and necessary
- Student and parent education and social-emotional well-being support
- Gathering virtual off-site student materials and information to support families
- Virtual staff meetings (conference calls, Zoom meetings, Microsoft Skype, etc.)
- Curriculum work
- Lesson plans
- Program data entry or validation
- Online professional development
- Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting)

During systems planning work, the district and Expanded Learning Program staff can engage together in high quality professional development. Expanded Learning staff are encouraged to engage in the technical assistance offered at the Riverside County Office of Education.

## Resources

- [The Key to Successful Expanded Learning Programs Is Mastery](#)
  - [https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality\\_standards.pdf?1490047028](https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028)
  - <https://www.cde.ca.gov/re/di/or/asd.asp>
- .....

**3. ESSENTIAL QUESTION:** How can expanded learning program directors work closely with school leaders to create school-aligned healthy choices and healthy behavioral supports?

## Implementation, Recommendations, and Considerations

Expanded learning program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle. Proper nutrition should be a positive experience for students in an expanded learning program. Partnerships with community based organizations can serve to improve choices that students make. There is a strong connection between healthy behaviors and academic achievement. Healthy students are better learners, and academic achievement bears a lifetime of benefits for health.

Expanded learning programs should provide support to students, families, and communities during the COVID-19 crisis. In providing this vital support, the utmost attention should be given to the health and safety of staff and those individuals served. Districts/schools should consider including the after school staff in all health and safety training.

Evidence-based, effectively coordinated, and strategically planned health programs and services are vital for closing the academic achievement gap.

## Resources

- [Healthy Schools](#)
- [Quality Standards for Expanded Learning in California](#)
- [Department of Social Services Social and Physical Distancing Guidance](#)

