Distance Learning

ARUSD Distance Learning Overview and Resources

Planning for Distance Learning - *Conducted in three phases*

Phase 1- Preparation
(early March - March 14

- **Prioritize students and staff safety**
- Notification to Site Administrators to **begin planning for online learning**
- Establish **definition and guidelines** for Distance Learning for sites.
- Communicate tools to be used
- On-going communication between staff and administration
- Set up online platform on District webpage
- Plan for distribution of devices
- Teachers plan lessons for a 3 week cycle
- Textbooks sent home
- Community -program providers -districtrictt staff come together to plan

Phase 2 - Planning
(March 16 - April 2)

- **Schools closed** but student learning continues through online and packets
- **Review new guidelines** from California Department of Education
- **District Plan** for Distance Learning
- **Distribute Devices** -hot spots
- **Cycle 1 work distributes** -Distribute packets, assign work on learning platforms
- Continue PD on use of online platforms
- Set up **virtual weekly site meetings**
- **Office Staff reaching out to families** that have not responded
- Ongoing communication to parents
- **Site create their individual SIte Plan based off District Plan**
- **Align practices and expectations with ARUSD /AREA**
- **Create Distance Learning Website**

Phase 3 -Implementation
(April 5- end of year)

- Continue to support and sustain student distance learning
- **Distribute additional devices centrally**
- Determine Professional Development Needs
- **Set up PD opportunities for staff**
- Establish **guidelines for grading** - assessing student work
- Communicate guidelines for grading (after spring break)
- Continue to **add resources to Distance Learning website**
- Guidelines for Seal of Biliteracy, Promotion, etc.
- End of year celebrations planning
- **Connecting partners to support Distance Learning efforts**

Alum Rock Distance Learning Vision

Vision: Ensure continued student achievement through standards-based, structured distance learning that blends virtual and traditional instructional media to support all learners and educators.

Communicate	Teach	Connect	Assess
Post announcement at least once per week to provide **overview** of the week. Provide **weekly** (at minimum) teacher/student **check ins**.	Create **standard based lessons aligned with curriculum** and post via Google classroom, Seesaw, Class Dojo, or ECHO; or through traditional methods.	**Provide and support 1:1 device access for all students** (ipads for TK/K students and chromebooks for 1st-8th graders) to ensure students are connecting **with peers & teachers**.	Gather **formative student data** through google forms, quizziz, illuminate, padlet, and traditional means to monitor, adjust and inform instruction, and provide meaningful feedback.
Google Classroom	Recommended schedule	Google Meet	Google Forms
Seesaw	Teacher Resource Page	Zoom	Quizziz
Class Dojo	Student Resource Page	Flipgrid	Illuminate
ECHO	Parent Resource Page		Padlet

INSTRUCTIONAL PLANNING

- Establish structure and support to ensure instructional plans are developed at 3 week intervals (longer if possible)
- Sites develop plans based off the district plan
- Develop weekly staff meeting method to check in and support teachers with lesson creation
- Support conducting grade level collaboration for lesson development and delivery
- Encourage all teachers to create an online platform for their class
- MOU with bargaining units
- Aligned EL supports
- Agreed upon system of communication with families and students
- SWD Lesson Planner / Guidelines

ARUSD 2019-2020
Distance Learning Guidelines and Expectations
"Do What Calls you to this Work" -

Distance Learning suggestions from the California Department of Education:

1. **Hold Office Hours** - Have a set time when you are available to answer questions about assignments and anything else related to distance learning.
2. **Be Present as the Instructor** - Post weekly videos, engage students by asking questions and posting answers through an active discussion board, pose questions to the whole class, etc. Set a time to connect virtually with students.
3. **Work as a Group** - Collaborate with your grade level team for consistency and alignment of work.
4. **Chunk Content into smaller pieces** - When planning please break assignments into small manageable chunks of time.

Work and assignments will be updated in 3 week cycles at minimum. Assignments should be posted or delivered the week before the start of the new cycle.

Work posted/delivered for upcoming cycle	Cycles	Week 1		Week 2	Week 3
March 16	Cycle 1	March 16		March 23	March 30
April 2	Cycle 2	April 6	(4/13-4/17) Spring Break - no work expected during this time	April 20	April 27
April 30	Cycle 3 (if needed)	May 4		May 11	May 18
May 22	Cycle 4 (if needed)	May 25		June 1	June 8

Students with Disabilities

- Speech teachers and therapists delivering teletherapy
- SDC and RSP teachers created individual plans for each student to address IEP goals
- IEP meetings held virtually
- School psychologists conducted record reviews where possible to address the assessments process

- Many classrooms teachers conducted online lessons
- Continued collaboration to support SWD in the mainstream classroom
- Students and families in therapeutic classrooms received behavior support
- APE / OT supported students through online platforms

Distance Learning Resources

- Develop Teacher Distance Learning Resource to be housed on the ARUSD webpage.
- Continue to curate and create professional development offerings
- Provide access to standards aligned materials
- Establish grading guidelines that holds children harmless
- Provide and promote online curriculum for ARUSD students and teachers.

Resources for Learning

Grade Level	Core Curriculum	Online Programs
TK-2 3-5	Benchmark Envision Math	G Suite iReady Nearpod Seesaw Lexia Core5 BrainPOP & BrainPOP EL RAZ Kids
6-8	StudySync CPM Math TCI History	G Suite iReady Nearpod Seesaw Lexia PowerUp Listenwise BrainPOP & BrainPOP EL Noredink

Professional Development

Online Tutorials

ARUSD Distance Learning Tutorial Video Page

Program	TK-2nd	3rd-5th	6th-8th
	Academic Content		
Happy Numbers	Setup is as easy as 1-2-3 ll Happy Numbers		
Math Shelf	Math Shelf: Adding Students Math Shelf: Scheduling Play		
ABC Mouse	How to use ABCMouse		
Reading A-Z	Teacher videos		
iReady	Supporting Students Away from School with i-Ready (Webinar Series)		
Nearpod	Distance Learning: Nearpod How to use Nearpod for remote learning How to add a Nearpod Lesson to Google Classroom		
Newsela	Getting Started with NEWSELA Pro - Quick Start Guide - Dec 2017 Adding your students: Google Classroom Introducing Newsela Essentials Exploring Newsela Essentials		

ARUSD Teacher Created Opportunities

ARUSD Distance Learning & Sharing Opportunity Matrix
April/May 2020

Session Title & Flyer Link	Audience	Facilitator	Date	Time	Registration Link	Recording or slides
Google Classroom						
Distance learning with google classroom	Beginner	Rosa Lara	May 4th	2:00-3:00	http://arusd.k12oms.org/1978-185236	Presentation Slides
Distance learning with google classroom	Intermediate	Jonathan Almerido	May 11th	2:00-3:00	http://arusd.k12oms.org/1978-185284	Recorded Presentation
Seesaw						
Personalize Existing Seesaw Activities	Beginners (TK-2)	Hushi Natividad	April 29th	2:00-3:00	http://arusd.k12oms.org/1978-185212	Presentation Slides (Seesaw)
Distance learning with seesaw for Beginners	Beginner	Laura Hinsch & Kelli Sorich	May 4th	1:00-2:00	http://arusd.k12oms.org/1978-185237	Presentation Slides
Distance	Experienced	Laura Hinsch	May 11th	1:00-2:00	http://arusd.k12oms.org/1978-185238	Presentation Slides

Edtech Coaching/Mentoring Program

ARUSD Edtech Support Group Plan
2019/2020

Outcome: Provide support for reluctant teachers to build proficiency with Gsuite items, so they can make effective use of Google Classroom as a tool for communication and education.
**Seesaw & Class Dojo support will be provided for teachers in grades TK-4.

Target Group: Teachers at the "beginning" proficiency level of google classroom/Seesaw usage, as identified by site administrators. This is envisioned as a Tier 3 intense level of intervention

Project Goals:
- ❖ Build teacher proficiency on the GSuite of products including docs, sheets, slides, and presentations
- ❖ Build teacher proficiency in google classroom/Seesaw/Class Dojo as a tool for instruction and tool for communication
  - ➢ How do I establish a class?
  - ➢ How do I establish this resource for effective communication and student feedback?
  - ➢ How do I post and link vital information, such as docs, presentations, forms, videos?
  - ➢ How do post/link core curriculum components from envision, CPM, Benchmark, StudySync, etc.?

Distance Learning Youtube Page

Parent Resources

1. Sample schedules for home
2. Resources for parents with students with special needs
3. Grade level specific academic resources
4. Resources for talking to your child about coronavirus
5. Tutorials on how use technology
6. Resources on how to help your child at home

Developed and provided a variety of resources for stakeholder groups -
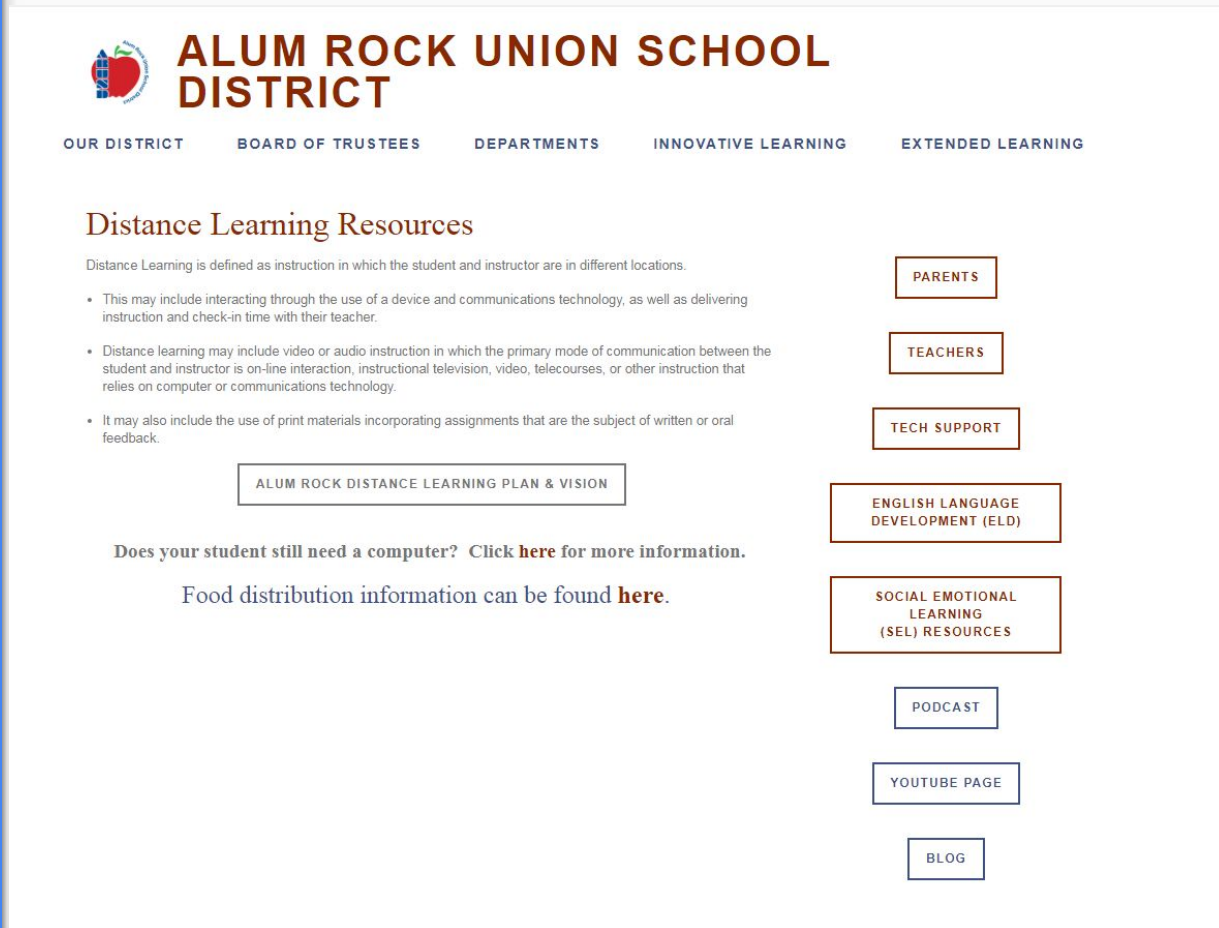
1.   Website-
    a.   Parent Resources (special education supports)
    b.   Teacher Resources
    c.   Tech Support
    d.   English Language Development
    e.   Social Emotional Learning Resources
2.   Distance Learning Youtube channel
3.   Weekly Podcasts
4.   ARUSD Blog

ALUM ROCK UNION SCHOOL DISTRICT

OUR DISTRICT   BOARD OF TRUSTEES   DEPARTMENTS   INNOVATIVE LEARNING   EXTENDED LEARNING

Distance Learning Resources

Distance Learning is defined as instruction in which the student and instructor are in different locations.

- This may include interacting through the use of a device and communications technology, as well as delivering instruction and check-in time with their teacher.

- Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

- It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

ALUM ROCK DISTANCE LEARNING PLAN & VISION

Does your student still need a computer? Click here for more information.

Food distribution information can be found here.

PARENTS

TEACHERS

TECH SUPPORT

ENGLISH LANGUAGE DEVELOPMENT (ELD)

SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES

PODCAST

YOUTUBE PAGE

BLOG

Social Emotional Learning Resources (a Google Site)

Resources divided by:

Parents/Caregivers

Students

Educators

Crisis Center

Alum Rock Union School District
Social and Emotional Learning (SEL) Resource Page

Student	Parent/Caregiver	Educator

The pandemic has greatly impacted every one in various ways. Social and emotional learning (SEL) is a way to support one another (adults and youth) through this difficult and uncertain time. It is important that we know how to show empathy & resilience and build relationships during social distancing as we work together to strengthen our schools and community.

What is SEL? The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

We hope that you will find the different social and emotional learning (SEL) information useful and helpful during this time of distance learning. Students, parents/caregivers, and educators can access the resources by clicking on each tab. Supporting students, parents/caregivers, and educators remain our top priority as we continue to meet our core mission of educating all ARUSD students.

Thank you for visiting our website.

La pandemia nos ha afectado enormemente a todos en varias maneras. El Aprendizaje Socioemocional (SEL, por sus siglas en inglés) es una manera de apoyarnos los unos a los otros (adultos y jóvenes) a través de este tiempo difícil e incierto. Es importante que podamos mostrar empatía (comprensión) y resistencia y fomentar las relaciones durante el distanciamiento social a la vez que trabajamos juntos para fortalecer nuestras escuelas y comunidad.

State and Local Assessment Updates

Alum Rock Union School District
State and Local Assessments 2019 - 2020

Assessment	Progress and Adjustments (COVID-19)
Initial ELPAC	• In Fall 2019, 2,000 students tested (within 30 days of enrollment) to determine English proficiency • Window was extended to 75 days due to COVID-19 • Students who enroll after March 16th have a letter in CUM folder stating student enrolled during COVID-19
Summative ELPAC	• Starting in February 2020, 3rd-8th graders were tested in all four domains, scores will be released in June/July • K-2 students began testing in March • Summative ELPAC suspended
Reclassification	• Reclassification is on hold due to CAASPP testing being suspended (criteria 4)
CAASPP **(SBAC, CAST, CSA, CAA)**	• Suspended for 2019 - 2020 school year
PFT	• Suspended for 2019 - 2020 school year
Local Assessments **(iReady, ESGI, level screener)**	• iReady Diagnostic (grades 1-8): initial and mid-year were completed • iReady Diagnostic (grades 1-8): end of year was not completed due to COVID-19 • ESGI (grades TK-K): optional at home solution was provided • Level Screener (grades K-5): initial and mid-year were completed
Pathway to Seal of Biliteracy	• 5th grade postponed until Fall (Adelante 1 & 2) • 8th grade completed Pathway to Seal of Biliteracy virtually based on eligibility

Legend:
- **ELPAC:** English Language Proficiency Assessments for California for all English Learners
- **CAASPP:** California Assessment for Student Performance and Progress
- **SBAC:** Smarter Balanced Assessment Consortium (ELA and Math) for 3rd - 8th grade students
- **CAST:** California Science Test for 5th and 8th grade students
- **CSA:** California Spanish Assessment for students enrolled in Dual Immersion programs
- **CAA:** California Alternate Assessment (ELA, Math, Science) for students designated with severe cognitive disabilities
- **PFT:** Physical Fitness Test for 5th and 7th grade students