



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

“Strong Start for Every Student”

A resource guide for 6-12th grade leaders and teachers



2020-21

DRAFT: Subject to change pending labor negotiations

Purpose of this Guide

This document is designed to:

1. **Help teachers and leaders prepare for a successful start to the school year**
2. **Provide instructional guidance for content area instruction, including scope and sequence and sample units**
3. **Share teacher developed resources on quality distance learning**

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*Be sure to check out the new and developing google site made by Oakland teachers for Oakland teachers: [The OUSD Secondary Distance Learning Toolkit](#)

Sharpening Our Instructional Focus to ensure a Strong Start for Every Student

I. Building Conditions for Student Learning	III. Equitable Access to Standards-Based Instruction
<p>We believe all students must feel safe and connected in order to learn. In the current context of a global pandemic and deepening racial and socio-economic inequities, we commit to building partnerships with families and students so all students can thrive. We will work to ensure:</p> <ul style="list-style-type: none"> • Students feel safe, connected, and engaged. • Learning environment reflects and leverages students' identity, culture, and home language(s). • Students feel a sense of belonging, autonomy and competence as learners. • Family partnerships facilitate learning transfer to and from home and school. 	<p>We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready. Making this vision a reality in distance learning will require us to prioritize essential content and build practices that accelerate student learning to meet or exceed standards. We commit to:</p> <ul style="list-style-type: none"> • Determine priority instructional content and emphasize depth over breadth • Diagnose unfinished learning from the previous grade and embed instruction in prerequisite skills to support access of grade-level standards • Pull small groups to differentiate instruction, assessment, and feedback • Utilize instructional technology to provide instruction and self-paced, adaptive learning for students
II. Integrating Language and Literacy Across the Curriculum	IV. Cultivating Conditions for Adult, Professional Learning
<p>We believe that English Language Learners (ELLs) and Academic Language Learners (ALLs) can develop powerful language and literacy skills when teachers across subject areas integrate content learning with reading, writing and discussion. Through the following practices, we commit to ensuring all students learn to read and that ELLs and ALLs develop language and literacy skills through regular engagement with complex text, academic discussion, and language-rich tasks across content areas:</p> <ul style="list-style-type: none"> • Teachers attend to diverse language needs in both distance learning and in-person context. • Explicit attention to language through before, during, and after reading routines. • Regular and scaffolded opportunities to foster student talk and academic discussion. 	<p>We believe that all OUSD educators deserve continuous learning opportunities to sharpen their knowledge and skills and time to collaborate with and learn from peers. We have a renewed opportunity to teach in new ways and also reinvest in antiracist instruction. The following practices will strengthen our collective efficacy and help us to eliminate historic inequities:</p> <ul style="list-style-type: none"> • Opportunities for both collective and self-directed learning including foundational and ongoing PD in technology, content, anti-racist pedagogy, and language development. • Caring environments and supports to ensure adults have a sense of belonging, autonomy, and competence as learners. • Time, data and support to build effective professional learning communities

Opening Weeks

Sample Roadmap to a Strong Start

Week	Focus	Key Activities & Goals
Week 0 8/3 - 8/7	Getting Ready	<ul style="list-style-type: none"> • Complete Student Registration; tech surveys • Staff PD and collaborative planning. See OUSD PD opportunities and Asynchronous PD modules: Setting up Google Classroom and Modern Classroom. • Prepare for instruction & resource distribution • Distribute loaner Chromebooks and instructional materials following safety protocols
Week 1 8/10 - 8/14	Welcoming Students and Families, Building Capacity	<ul style="list-style-type: none"> • Student/Family Welcoming and Orientation • Launch Advisory Structure • Introduction of Technology and Learning Apps for Students and Families • Additional time for staff PD and Collaborative Planning • Distribute loaner Chromebooks and instructional materials following safety protocols
Week 2 8/17 - 8/21	Building Partnerships with Students and Families	<ul style="list-style-type: none"> • Optional Virtual Home Visits via Advisory structure • Distribute loaner Chromebooks and instructional materials following safety protocols
Week 3 8/24 - 8/28	Assessing Student Needs and Targeting Supports	<ul style="list-style-type: none"> • Administer RI and other content embedded assessments (see content-specific resources below)
Week 4 8/31 - 9/4	Deepening Instruction, Looking Forward	<ul style="list-style-type: none"> • Form Tier 2 and Tier 3 groupings and design supports using assessment and equity data.

Sample first week - **subject to labor negotiations**

Student Schedule - First Week	
9:00 - 9:30 Synchronous Advisory	Daily Live Interaction Community Building & Orientation to Quarters/ Mini-mesters and weekly schedules
10:00 - 12:00 Asynchronous	Onboarding for Virtual Learning For those set up with technology, focus on an essential skill/topic for successful engagement. See bank of tutorials here. <ul style="list-style-type: none"> • Navigating Google classroom • Making Google Slides For those not set up, provide a loaner and district-provided hotspot whenever possible.
12:00 - 12:30	Break
12:30 - 1:30 Scynchronous Class Meeting	Class meeting by Period; one period per day. Organization and timing decided by school site. <ul style="list-style-type: none"> • Live synchronous class • Access Course Syllabus • Building relationships and Community • Review expectations and norms

Teacher Schedule - First Week	
8:00 - 8:45	STAFF MEETING/ SYNC UP
9:00 - 9:30 Synchronous Advisory	Daily Live Interaction Community Building & Orientation to Quarter/Mini-mesters and weekly schedules Virtual Community Building
10:00 - 12:00	COLLABORATIVE PLANNING
12:00 - 12:30	Break
12:30 - 1:30 Scynchronous Class Meeting	Class meeting by Period <ul style="list-style-type: none"> • One period for each teacher each day; Live synchronous class • Share Course Syllabus • Community Building activity • Communication/ How to get help/ 1:1 or office hour schedule • Review expectations and norms
1:30 - 3:30	COLLABORATION/ PREP

Preparing for Quality Distance Learning

What is Quality Distance Learning?

Criteria	Examples
Clear and Standards-Based	<ul style="list-style-type: none"> ■ Lessons address the <u>2020-21 Priority Instructional Content</u> ■ Students and families are aware of goals and assignments with as much notice as possible ■ Students and families have frequent, predictable, and substantive contact with instructors ■ Routines are established to create structure and familiarity ■ Stick to familiar resources; introduce new tech sparingly
Flexible	<ul style="list-style-type: none"> ■ Flexible due dates and timelines for work completion ■ Understanding that students may have different responsibilities during this time (ie. caring for siblings), and aren't always in control of their schedules / how they spend their days / lives ■ Meet individual student's needs as they arise (ie. accept late work) ■ Opportunities to access materials in multiple modalities (audio, video, print) ■ Open ended assignments for summative assignments ■ Menu of options for students to choose what interests them ■ Support students in understanding current events -- not necessarily sticking to previous content/ curriculum ■ Alternative ways to show learning (ie. take a picture and text it, or give multiple ways to access something)
Accessible	<ul style="list-style-type: none"> ■ Prioritize low-bandwidth activities ■ Keep students and families informed ahead of time ■ Provide multiple ways to access content when possible ■ Leverages technology and visuals to support language learners and student with special needs
Engaging and Supportive	<ul style="list-style-type: none"> ■ Support both social and academic needs ■ Give authentic opportunities for families to share and learn together ■ Assign activities students can do with items from home ■ Give students as much choice as possible ■ Support student understanding of relevant current events ■ Use Zoom to promote student interaction, collaboration, sharing

	<ul style="list-style-type: none"> ■ Office hours that support social and academic needs ■ Engage students in the content through multimedia like videos, podcasts, etc. when possible ■ Provide meaningful, encouraging feedback ■ Consider activities that support students to process their experience (ie. “Life During Quarantine” journals, contrasting different categories before/after lockdown) ■ Balance online tasks with activities that don’t require a computer
Equitable	<p>Instruction plans should recognize that:</p> <ul style="list-style-type: none"> ■ COVID-19 is affecting Black and Latinx people at rates many times that of White families. ■ Students are experiencing trauma, grief, and anxiety as the virus affects their families and communities. ■ Technological access and familiarity are not equitably spread among our students and families. ■ Students may not be in control of their own schedules and time. ■ Synchronous learning structures can put extra stress on students who don't control their schedules, don't have a quiet place to get online, or don't wish to share their home environments. <p>With this in mind,</p> <ul style="list-style-type: none"> ■ Flexibility is important to reach all students. ■ Providing tech and tech support is vital for our students. ■ Explicit language instruction should be given to all learners of academic language. ■ Scaffolded assignments and extra support should be provided. ■ Language Link and translation services can be used to make sure that parents who are not native speakers of English have access to your curriculum and instructions

For more, see the new and developing [Secondary Distance Learning Toolkit](#)

Distance Learning Guidelines (From Elmhurst United)

	Tier 1	Tier 2	Tier 3	Example Teacher Schedule
Low/No Tech	<ul style="list-style-type: none"> Modules prepared and available for download a week in advance Teachers organize a google folder for squad for students to access work Staff on campus to support students in downloading materials Integrate learning apps into Canvas so they're available on phones Teach students how to advocate for themselves Teach students how to download work on chromebooks Teach students about process 	<ul style="list-style-type: none"> Phone-based student small groups for academic check-ins & accountability 		
Synchronous <i>Distance learning that happens in real-time</i>	<ul style="list-style-type: none"> Daily Zoom lessons with attendance taken and all students expected to attend. Flipped model: Students watch videos or read texts independently, then come to Zoom class to process, discuss and do activities, then do an independent formative assessment. Live lessons alternate with office hours where students can get individual or small group help Deliver direct instruction (either live on Zoom or recorded) to whole class. Small "lab" groups meet to discuss/process/work through 	<ul style="list-style-type: none"> Students receive targeted homogeneous-small group instruction prior to content being delivered in whole group. (instructor = teacher/ para/ admin/ support staff). <ul style="list-style-type: none"> Content of this time is pre-teaching material Practicing collaboration protocols 	<ul style="list-style-type: none"> Newcomer students, students with IEPs or 504s or students in need of other adult-led academic intervention via 1:1 and small group time in person or online. 	<ul style="list-style-type: none"> 4 live classes a week, recorded for students who cannot attend (20 min) 4 sessions a week for group of 10 highest need students - Small Group A/B (20 min) 2 sessions a week for group of 10 medium need students - Small Group C/D/F/G (20 min) 2 live advisories a week (20)

	<p>assignments. Can work in combination with “squad” model</p> <ul style="list-style-type: none"> ○ Planning partners can coordinate combining classes of students if teaching same lesson ○ Library of videos could be kept centrally 			
<p>Asynchronous <i>Learning that occurs through online channels without real-time interaction</i></p>	<ul style="list-style-type: none"> ● Independent assignments are posted in Google Classroom with instructions and flexible due dates. ● Teachers create one-way video lectures with accompanying independent formative assessments with flexible due dates. (perhaps a team at a department level or even district wide sharing) ● Students are given access to adaptive programs that “run” at the student’s own pace and have reports/assessments along the way (Freckle Math, NoRedInk) ● Daily or weekly independent logs can be used to keep track of work and parent communication ● Student portfolios of work can be kept for assessment 	<ul style="list-style-type: none"> ● Students receive targeted homogeneous-small group instruction.(instructor = teacher/ para/ admin/ support staff). <ul style="list-style-type: none"> ○ Content of this time is pre-teaching material ○ Practicing collaboration protocols 	<ul style="list-style-type: none"> ● Newcomer students, students with IEPs or 504s or students in need of other adult-led academic intervention via 1:1 and small group time in person or online. 	<ul style="list-style-type: none"> ● 20 min of independent classwork per day ● Grading and responding to student work ● Contacting students and families
<p>Semi-synchronous/Opt-in/Hybrid</p>	<ul style="list-style-type: none"> ● Online discussions are open for questions or during a window of time and students can opt-in ● Daily check-ins or discussion questions as “roll call” ● Students post work in an online “gallery” for feedback from teachers and peers ● Students have personal pages or blogs where their work can be seen by others. 	<ul style="list-style-type: none"> ● Students have small “squads” of peers that stay connected and provide help and feedback (“buddy system”). Each “squad” has their own weekly check-in time with the teacher. 	<ul style="list-style-type: none"> ● Newcomer students, students with IEPs or 504s or students in need of other adult-led academic intervention via 1:1 and small group time in person or online. 	<ul style="list-style-type: none"> ● Weekly office hours (1 hour) <ul style="list-style-type: none"> ○ Publicize focus area or hold signups or invite targeted Love the students.

	<ul style="list-style-type: none"> • Students have small “squads” of peers that stay connected and provide help and feedback (“buddy system”). Each “squad” has their own weekly check-in time with the teacher. • Running online discussions (forums) are open for questions and discussion throughout the marking period. Teachers check in and provide help there. • Assignments are created to be independent but the teacher runs a “live” version of the activities for those that want/need instruction along the way 			
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Preparing for Quarters (aka Mini-Mesters)

For an overview of what the quarter /mini-mester system means, see minute 52:00 of this video [Clip](#).

Grade __ (6-12)

Guiding Principles, Limitations, and Possible Adaptations

Guiding principles of a quarter system	
<ul style="list-style-type: none"> Depth over breadth Rich tasks at weekly or unit level with evidence of progress towards tasks on a regular basis 3-5 times /week 	<ul style="list-style-type: none"> Reduced student contacts allowing for more small group instruction and personalized learning journeys Intentional balance of synchronous and asynchronous instruction as well as teacher-directed, self-directed, and peer-to-peer learning
Challenges/ Limitations	Adaptations to Address Challenges
Less time to cover a year's worth of content	<ul style="list-style-type: none"> Emphasize depth over breadth; use the prioritized learning guidance from OUSD content teams.
Lack of continuity, particularly of literacy, language and math skills	<ul style="list-style-type: none"> Interdisciplinary instruction that allows for continuity of skill development/ content Intervention or support classes scheduled for students on the off-cycle quarters of that content (literacy intervention) Use of platforms or other self-directed learning for off-cycle quarters in math, literacy, and language.
Increased transitions; transition to new type of schedule	<ul style="list-style-type: none"> Build in community building and norm setting in the 1st week of each quarter. Framing as a college-readiness schedule
Additional planning time to adjust to quarters/mini-mesters	<ul style="list-style-type: none"> Leverage central guidance, scope and sequence adaptations, and OUSD teacher-developed sample units aligned to mini-mester completed by central content leads and teacher leaders Consider team-teaching and increased collaborative planning
Some courses cannot reduce content: AP and DE	<ul style="list-style-type: none"> Use of "replacement" course codes for a select few courses that require more time, continuous instruction (e.g. AP, some math courses) Dual Enrollment would still span the semester and as an opt-in class for students, would slightly increase their class load.

Sample Teaching and Student Schedules

Adapted from Elmhurst United

Ex: Middle School Teacher Schedule - Quarter (aka Mini-mester)

60 students get small group, all students get live lessons, office hours, and advisory check-ins

	M	T	W	Th	F
10:00 AM	Live Class (20)	Live Class (20)	Advisory Live (20)	Live Class (20)	Live Class (20)
10:20 AM	Small Group A (20)	Small Group A (20)	PD, Collaborative Planning, Office Hours	Small Group A (20)	Small Group A (20)
10:40 AM	Small Group B (20)	Small Group B (20)		Small Group B (20)	Small Group B (20)
11:20 AM	Small Group C (20)	Small Group D (20)		Small Group C (20)	Small Group D (20)
11:40 AM	Small Group F (20)	Small Group G (20)		Small Group F (20)	Small Group G (20)
3:00 PM	Advisory Live (20)	Advisory Check-Ins (20)	Advisory Check-Ins (20)	Advisory Check-Ins (20)	Advisory Live (20)
anytime	Post independent work for students (20)	Post independent work for students (20)	Post independent work for students(20)	Post independent work for students (20)	Post independent work for students(20)
anytime	Grade and respond to student work (20)	Grade and respond to student work (20)	Grade and respond to student work (20)	Grade and respond to student work (20)	Grade and respond to student work (20)
Scheduled Weekly			Office Hour (60)		
Total	2 hours live, 1-2 hours independent	2 hours live, 1-2 hours independent	20 min. live 2 hours independent	2 hours live, 1-2 hours independent	2 hours live, 1-2 hours independent

Ex: Middle School Student Schedule: Quarters (aka Mini-mesters)

	M	T	W	Th	F
10:00	Math Live (20)	Math Live (20)	Advisory Live (20)	Math Live (20)	Math Live (20)
10:20	Math Small Group (20)	Math Small Group (20)	Independent Math AND/OR Office Hours (20)	Math Small Group (20)	Math Small Group (20)
10:40	Math Independent (20)	Math Independent (20)		Math Independent (20)	Math Independent (20)
11:00	Science Live (20)	Science Live (20)	Independent Science AND/OR Office Hours (20)	Science Live (20)	Science Live (20)
11:20	Science Small Group (20)	Science Small Group (20)		Science Small Group (20)	Science Small Group (20)
11:40	Science Independent (20)	Science Independent (20)		Science Independent (20)	Science Independent (20)
1:00	Elective, ELD for ELLs (40)	Elective, ELD for ELLs (40)	Independent Elective AND/OR Office Hours (20)	Elective, ELD for ELLs (40)	Elective, ELD for ELLs (40)
2:00	Advisory (20)	Advisory (20)	1 on 1 check in w/advisor (5 min)	Advisory (20)	Advisory (20)
anytime	30 min reading (submitted to advisor) 30 min. Independent math practice (Kahn, IXL) Up to 45 min. Other asynchronous / self-directed work	30 min reading (submitted to advisor) 30 min. Independent math practice (Kahn, IXL) Up to 45 min. Other asynchronous / self-directed work	30 min reading (submitted to advisor) 30 min. Independent math practice (Kahn, IXL) Up to 45 min. Other asynchronous / self-directed work	30 min reading (submitted to advisor) 30 min. Independent math practice (Kahn, IXL) 45 min. Other asynchronous / self-directed work	30 min reading (submitted to advisor) 30 min. Independent math practice (Kahn, IXL) 45 min. Other asynchronous / self-directed work
Total	240-285 min.	240-285 min.	125- 170 min.	240-285 min.	240-285 min.

Example from Oakland High

Grade __ (6-12)

Sample HS Teacher Schedule - Quarter (aka Mini-mester) A

	Monday	Tuesday	Wednesday	Thursday	Friday
8 - 9	Prep	Prep	Prep	Prep	Prep
9:15 – 10:15	1 st period	3 rd period	Department PLC	1 st period	3 rd period
10:30 –11:30	5 th period	7 th period	Pathway PLC	5 th period	7 th period
11:30 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 - 1:15	Office Hours	Office Hours	Family PLC	Office Hours	Office Hours
1:30 - 2:15	Small Group	Small Group	Advisory	Small Group	Small Group
2:30 - 4:00	Dual Enrollment (DE)	DE	DE	DE	DE

Classes to consider to hold yearlong:

- AP
- Math
- Senior Seminar

Sample HS Student Schedule - Quarter (aka Mini-mester) A

Grade __ (6-12)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 – 10:15	1 st period	3 rd period	Asynchronous Learning and Independent work time	1 st period	3rd period
10:30 –11:30	5 th period	7 th period		5 th period	7 th period
11:30 - 12:00	Lunch	Lunch		Lunch	Lunch
12:15 - 1:15	Asynchronous Learning			Asynchronous Learning	
1:30 - 2:15	Small Group	Small Group	Advisory	Small Group	Small Group
2:30 - 4:00	Dual Enrollment (DE)	DE	DE	DE	DE

Other schedule examples:

Grade __ (6-12)

Middle School Examples

ECP	Overview Detailed schedule
Life	Overview Draft Weekly Schedule
CCPA	Overview Draft Weekly Schedule

High School Examples:

Life	Overview Draft Weekly Schedule
Fremont	Teacher and student overview
CCPA	Overview

Resources and Support for Teachers

Grade __ (6-12)

Check out [Distance Learning Toolkit](#), a google site made by Oakland teachers for Oakland teachers (still in development).

PLANNING FOR DISTANCE LEARNING IN 2020-21

[GETTING STARTED](#)
[PRIORITY LEARNING](#)
[WELCOME WEEKS](#)
[PLANNING A SCHEDULE](#)
[PLANNING A UNIT](#)
[DIGITAL TOOLS GRID](#)
[TEACHER CREATED RESOURCES: UNITS, TEMPLATES, LOGS](#)
[EQUITY AND FAMILY SUPPORT](#)



Recommended Professional Development Modules

Category	Playlist
Technology Competency	Self-paced services on Setting up Google Classroom Recorded webinars from Spring 2020 on a number of topics and tech apps
Distance Learning Pedagogy	Towards Effective Distance Learning , by David Maduli and George Alonzo <ul style="list-style-type: none"> - Module 1: Designing Distance Learning - Module 2: Humanizing Distance Learning Modern Classroom : A great intro course on quality distance learning.
Equity	Supporting ELLs during Distance Learning, webinar (more resources and recorded “ELLinars” here) Racial Justice, Equity, and Healing (RJEH) Back to School PD series for teachers and staff (will be recorded and saved on teacher central)
For Synchronous PD, see OUSD Professional Learning Calendar for 2020-21	

Links to Adapted Scope and Sequences & Content-Based Resources

Content	Priority Tech/ Learning Apps	Priority Learning & Pacing Guides	Other Resources
ELA	Newslea Lexia	ELA Priority Learning for 2020-21 Recommended Curriculum Maps: <ul style="list-style-type: none"> • 6th Grade — 1st edition • 6th Grade — 2nd edition • 7th Grade — 1st edition • 7th Grade — 2nd edition • 8th Grade — 1st edition • 8th Grade — 2nd edition 	EL Education Distance Learning Lesson plans will be linked as they become available.
ELD	Flipgrid BrainPOP ELL Rosetta Stone DuoLingo	Newcomer ELD Priority Learning: <ul style="list-style-type: none"> • ELD 1 • ELD 2 - Middle School • ELD 2 - High School • ELD 3 - Middle School • ELD 3 - High School Link to folder	<ul style="list-style-type: none"> • Sample Weekly Model for Newcomer ELD • Teacher Guide to Addressing Whole Child Needs • Newcomer Distance Learning Instructional Strategy Reference
Math	im.kendallhunt.com https://teacher.desmos.com/	Secondary Math Instructional Plans	Secondary Math Distance Learning Guide
Science	6-8: https://www.fossweb.com/ 9-12: Science News in High Schools	MS Planning Calendar	ADI for Bio , Chem , and Physic
History-Social Science	6-8: Pearson MyWorld online platform 9-12: Newsela	<ul style="list-style-type: none"> • Priority Learning in 6-12 History-Social Science • Modified Scope and Sequences • Sample Materials (SOME RESOURCES TEMPORARILY UN-LINKED FOR REFORMATTING) 	Secondary History-Social Science Distance Learning Guide
CTE/WBL			Sample Unit: Engaging Professionals
P.E.			Shape America - includes guidance on PE during Distance Learning
Music/Art			VAPA Google Site
Computer Science	6-8: code.org - CS Discoveries 9-10: code.org - Computer Science Principles	<ul style="list-style-type: none"> • Computer Science Distance Learning Guidance • MS Scope and Sequence • AP CS Principles Scope & Sequence 	

		<ul style="list-style-type: none"> • Model Week 	
Social and Emotional Learning		OUSD PK-Adult SEL Standards	Tools for Educators to Listen to and Learn from Families During COVID-19 School Closures Daily SEL Lessons for Distance Learning TeachableMoment SEL & RJ Lessons Online Games to Get Your Class Engaged & Connected Activators for Secondary Sample Distance Check-In Google Form EL Education Protocols & SEL Digital Citizenship Lessons 7 Ways to Maintain Relationships During Your School Closure Virtual Relationship Mapping 3 SEL Signature Practices Playbook Creating Community On-line (video) Virtual Community building activities by ECCO team

Student Engagement and Supports

Content/ Area	Descriptions	Resources/ Links
Attendance Taking for Teachers	Every teacher needs to take attendance every day for every class in distance learning	Attendance Taking for Teachers
Attendance Procedures - Distance Learning	Staff guidance of attendance taking meeting the requirements of AB77	Attendance Procedures - Distance Learning
District Wide Tier 1 Attendance Initiative	District / City Wide Attendance Campaign to promote positive attendance during Distance Learning	Tier 1 District/ City Wide Attendance Initiative
MTSS (Re) - Engagement Plan	MTSS District Wide Plan to increase positive culture & climate. Includes Re-Engagement Plan dictated by AB77	MTSS (Re) - Engagement Plan
Engagement Tracker	Site Engagement Tracker - Contact, connectivity, engagement to determine tiered intervention/support. This version was built with elementary in mind	
After-School Programs	After-School lead agency and site teams meet to design a distance learning	Distance Learning Revised SOW Template

	program to support student success based on individual site needs.	2020-2021 Revised Scope of Work Guidelines
Family Two-Way Communication	<ul style="list-style-type: none"> -Communicate clear milestones for parents and students to understand what students are supposed learn each week, quarter, mid-year, end of year -Communication for connection and relationship building with the family (not just the student) 	<p>Example newsletters and google sites for families and students</p> <p>Life Academy</p> <p>Aim High Newsletter</p> <p>Roosevelt MS</p> <p>The Parent Toolkit App on Google Play</p>