

# ADVANCING EQUITY IN AN ERA OF CRISIS

**CAAASA | CTS-UCLA | CCEE | SDCOE**

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## **A Guide to Equity in Remote Learning**

California Association of African American Superintendents and Administrators (CAAASA)

Center for Transformational Schools - University of California, Los Angeles (CTS-UCLA)

California Collaborative for Educational Equity (CCEE)

San Diego County Office of Education (SDCOE)



# ADVANCING EQUITY IN AN ERA OF CRISIS GUIDE

California Association of African American Superintendents and Administrators (CAAASA)  
Dr. Daryl Camp, *President*

UCLA's Center for the Transformation of Schools (CTS)  
Dr. Pedro Noguera, *Distinguished Professor of Education*

San Diego County Office of Education  
Dr. Paul Gothold, *Superintendent*

Funding and Support Provided By  
California Collaborative for Educational Excellence (CCEE)  
Thomas Armelino, *Executive Director*

### Guide Contributors:

Kenneth A. Wesson - *Educational Consultant, Neuroscience*  
Dr. Sharla Berry - *Assistant Professor of Education Leadership, California Lutheran University*  
Dr. Pedro Noguera - *Distinguished Professor of Education, UCLA;*  
*Faculty Director, Center for the Transformation of Schools*

Dear Reader:

On behalf of CAAASA board of directors, and the above mentioned organizations I would like to introduce "Advancing Equity in an Era of Crisis," guide. This document was developed to assist education stakeholders, including parents, in delivering an effective education to all students, particularly African American and other students of color. Our students and their families have faced many difficult challenges during this pandemic. I also would like to thank CAAASA's board of directors for their vision, vigilance and support of this special project. I would especially like to thank our partners, presenters and funders for their roles in the development of this guide. Their support has enabled us to provide resources to any education stakeholder interested in advancing equity and excellence for our students and communities.

Sincerely,



Dr. Daryl Camp, President - CAAASA

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# TABLE OF CONTENTS

	<b>Page</b>
1. Education in the Midst of Multiple Unexpected Crises	<b>14</b>
2. The Context -- Black Educational Attainment Prior to the Pandemic	<b>15</b>
3. The Digital Divide, Educational Access and Equity	<b>15</b>
4. How Have Schools Responded to the Pandemic?	<b>18</b>
5. Recommendations for Schools and Administrators	<b>20</b>
6. Recommendations for Teachers and Paraprofessionals	<b>33</b>
7. Recommendations for Parents and Caregivers	<b>41</b>
8. Conclusion	<b>42</b>
9. References/Resources	<b>44</b>
10. Additional Notes: Wisdom from the Chat Room <i>(available online)</i>	<b>45</b>
11. Ask the Experts <i>(available online)</i>	<b>51</b>





## Advancing Equity in an Era of Crisis

### CAAASA | CTS-UCLA | CCEE | SDCOE A Guide to Equity in Remote Learning

#### Introduction

In 2020, the education landscape was dramatically impacted by the coronavirus pandemic. As of June 2020, there were more than 7 million reported cases of COVID-19 worldwide, and over 2 million in the United States. Because the respiratory disease is spread through close contact, many jurisdictions throughout the country issued “stay at home orders” discouraging non-essential travel and contact with individuals outside of one’s household. These orders have required educational institutions to rely on technology as a means of communicating, connecting and learning. Remote instruction requires students to have access to the Internet and to computers or e-tablets, and teachers who are skilled in delivering distance instruction. This requires a district-wide commitment to maximizing academic achievement for every child by guaranteeing access to all of the tools needed to succeed, regardless of the mode of instructional delivery.

In the Spring of 2020 the California Association of African American Superintendents and Administrators (CAAASA), in partnership with Dr. Pedro Noguera from UCLA’s Center for the Transformation of Schools

(CTS), received a grant from the California Collaborative for Educational Excellence (CCEE), to produce A Guide to Equity in Remote Learning and to provide a series of webinars to be conducted by leading educators, administrators, scholars, and educational consultants.

#### Purposes of this Guide

1. Highlight the challenges facing California schools as a result of the coronavirus pandemic, which has impacted nearly every aspects of CA life
2. Examine how we can equitably meet the needs of all students when we resume instruction in the 2020-21 school year, whether in classrooms, remotely or a hybrid of both
3. Provide recommendations and resources for planning for fall 2020 instruction
4. Summarize the information delivered in the 29 *Advancing Equity in an Era of Crisis* webinars and describe when, where and how it can be incorporated into California’s school reopening plans and professional learning opportunities.

The California Association of African American Superintendents and Administrators (CAAASA) and Dr. Pedro Noguera of the UCLA’s Center for the Transformation of Schools (CTS), with support from the California Collaborative for Educational Excellence (CCEE), have collaborated to develop 29 webinars, which were presented to California teachers, administrators, para-educators and parents during the months of April, May and June of 2020. Below is a brief summary and description to the *Advancing Equity in an Era of Crisis* webinar series.

Looking ahead to the 2020-2021 school year, schools must consider how they will adapt to the pandemic to provide equitable instruction within a safe and healthy school environment.

In *Advancing Equity in an Era of Crisis* Webinar Session #6, L. James and A. Watkins shared Anti-racist Educational Consultant Enid Lee’s description of educational equity:

*Educational equity is the principle of altering current practices and perspectives to teach for social transformation and to promote equal learning outcomes for students of all racial, cultural, linguistic, and socio-economic groups.*

Key to this definition is the goal of changing current educational practices in order to produce more positive learning outcomes for *all* students, as opposed to merely those for whom our educational systems were originally initially designed to serve.

In *Advancing Equity in an Era of Crisis* Webinar Session #6, P. Gothold stated:

*“All students deserve a world-class education with high expectations from caring adults who love and support them.”*

Studies have documented the disproportionate impact the pandemic has had upon African-Americans, who have been contracting the illness and dying from it at higher rates than other segments of the population.

In *Advancing Equity in an Era of Crisis* Webinar Session #29, S. Shin shared the alarming statistics reflected in the PowerPoint slide below:



## Disparities in the context of COVID-19



This means Black people are dying at a rate nearly 2 times higher than their population share.



Many African-American students are members of households where their parents are essential workers who work behind the scenes to keep businesses, stores, hospitals, nursing homes, and government offices open, safe, clean and functioning. Black students are also more likely to come from families that have simultaneously lost their jobs and incomes as a result of the economic shutdown.

As a result of the disproportionate impact that the pandemic has had upon African-American households, extra precautions and support will be required of schools serving Black students. The rapidly shifting educational landscape requires that educators adapt to remote instruction and shift to technologically-enhanced learning by utilizing strategies that promote equity and inclusion for these students.

### Organization of this guide:

1. Education in the Midst of Multiple Unexpected Crises
2. The Context -- Black Educational Attainment Prior to the Pandemic
3. The Digital Divide and Educational Access and Equity, and Considerations for Equitable Access to Remote Learning
4. How Have Schools Responded to the Pandemic Crisis?
5. Recommendations for Schools and Administrators
6. Recommendations for Teachers and Paraprofessionals
7. Recommendations for Parents and Caregivers
8. Conclusion
9. References/Resources
10. Additional Notes: Wisdom from the Chat Room (available online go to CAAASA.org)
11. Ask the Experts (available online go to CAAASA.org)

The new post-coronavirus guidelines from the State Department of Education have restricted on-site campus visits from individuals deemed “non-essential” to the day-to-day operation of schools (including parents). Consequently, the customary in-person professional development typically delivered to educators and administrators cannot be scheduled during the coming 12-18 months.

These 29 webinars are available on-line through the CAAASA website. School districts may plan “virtual professional learning” sessions for their faculty and staff using these archived webinars. Once the current constraints have been lifted, school districts may wish to contact these outstanding scholars and speakers to deliver in-person interactive presentations to their teachers, administrators, and/or parents.

Go to [caaasa.org](http://caaasa.org) to access these webinars.



**Advancing Equity in an Era of Crisis**  
Conversations for administrators, teachers, parents, and para-educators about ways to best serve every student during the COVID-19 pandemic.

**Live Professional Learning Sessions**  
Week Six: Tuesday, May 26 thru Friday, May 29

**Week Seven: Monday, June 1 thru Thursday, June 4**

What Schools Can Be Planning for Schools After the Pandemic  
Culturally Responsive Teaching: Building Student Confidence and Identity for Lifelong Learning  
Ethnomathematics: Unlocking the Gates to College & Careers in the 21st Century  
Engagement: Supporting English Language Learners in These Challenging Times  
Accelerating the Needs of English Learners During a Global Pandemic: Important Considerations  
Parent Engagement: Establishing Positive Partnerships  
Planning California's Districts' Transition Back to School: A Blueprint for Districtwide Communication During COVID-19  
Diagnosing Impact of Distance Learning and Amplified Learning Losses Due to Sheltering in Place

Join us today! Register at [www.caaasa.org](http://www.caaasa.org)

**Advancing Equity in an Era of Crisis**  
Conversations for administrators, teachers, parents, and para-educators about ways to best serve every student during the COVID-19 pandemic.

**SAVE THE DATE: MONDAY, JUNE 8TH: 1:00PM PACIFIC TIME**  
**Live Professional Learning Session**

**Preparing Students For The Future: Addressing Covid-19, Distance Learning & Racial Justice**  
A conversation on:  
1) instructional scheduling;  
2) access to technology devices and reliable wi-fi;  
3) households with multiple students;  
4) opportunities for academic support (classroom, civic and community-based);  
5) parental support and involvement; and  
6) caregiver considerations.

Register now at [www.caaasa.org](http://www.caaasa.org)

This guide unapologetically focuses its attention on the needs of African-American and other students of color, who are impacted daily by a myriad of issues not commonly experienced by their White counterparts. A report from the State of California entitled *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*, addresses many of the common issues shared by all CA students, teachers and parents. Many special considerations that are unique to the experience of African-American students, teachers and parents are addressed herein.

WEBINAR LINK  
<https://equitablelearningincrisis.extendedsession.com/advocating-for-everyone/>

**Session #1: Monday - April 20, 1pm to 2pm PT**  
*Equitable Learning Under Quarantine: A Webinar for Educators and Parents on how to Support Children While Learning at Home*  
Conducted by **Dr. Pedro Noguera** - Distinguished Professor of Education, Faculty Director, Center for the Transformation of Schools UCLA Graduate School of Education & Information Studies  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK  
<https://equitablelearningincrisis.extendedsession.com/session-2-lybroan-james-and-anne-watkins/>

**Session #2: Tuesday - April 21, 1pm to 2pm PT**  
*Introduction to Equity: Making a Difference for Every Child Through Strong, Positive Relationships*  
Conducted by **Lybroan James** - Chief Educational Officer, STEMulate Learning, LLC | **Anne Watkins** - Consultant and Senior Director, Diversity, Equity and Inclusion  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK  
<https://equitablelearningincrisis.extendedsession.com/session-3-kenneth-wesson/>

**Session #3: Wednesday - April 22, 1pm to 2pm PT**  
*Social Emotional Health and Learning for Shelter-in-Place: Best Policies and Resources*  
Conducted by **Kenneth Wesson** - Educational Consultant, Neuroscience  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK  
<https://equitablelearningincrisis.extendedsession.com/session-4-barbara-nemko-and-judy-white/>

**Session #4: Thursday - April 23, 2:30pm to 3:30pm PT**  
*How to Assist Students Access to Technology While They're Sheltered in Place - Technology: Devices and Internet Access (resources and approaches)*  
Conducted by **Dr. Barbara Nemko** - Superintendent, NAPA County Office of Education | **Dr. Judy White** - Superintendent, Riverside County Office of Education  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-5-shaun-r-harper-ph-d/>

**Session #5: Monday - April 27, 1pm to 2pm PT**

*Systematically Communicating the Needs and Experiences of African-American Students and Families During COVID-19*  
Conducted by **Dr. Shaun Harpe** - Professor, Rossier School of Education, University of Southern California, Executive Director, USC Race and Equity Center  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-6-lybroan-james-and-anne-watkins/>

**Session #6: Tuesday - April 28, 1pm to 2pm PT**

*Understanding Unconscious Bias: Combating Societal Conditioning*  
Conducted by **Lybroan James** - Chief Educational Officer, STEMulate Learning, LLC | **Anne Watkins** - Consultant and Senior Director, Diversity, Equity and Inclusion  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-7-kenneth-wesson/>

**Session #7: Wednesday - April 29, 1pm to 2pm PT**

*Child Development and Curriculum: Strategies for Building Self-esteem and Self-motivation*  
Conducted by **Kenneth Wesson** - Educational Consultant, Neuroscience  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-8-paul-gothold/>

**Session #8: Thursday - April 30, 1pm to 2pm PT**

*Restoring Justice to Your School District: How Educators can Become Agents of Change*  
Conducted by **Dr. Paul Gothold** - Superintendent, San Diego County Office of Education  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-9-alicia-montgomery/>

[montgomery/](https://equitablelearningincrisis.extendedsession.com/session-9-alicia-montgomery/)

**Session #9: Monday - May 4, 1pm to 2pm PT**

*From Engaging to Co-Education: Supporting Parents in Co-Educating Students*  
Conducted by **Alicia Montgomery, Ed.D.** - Executive Director, Center for Powerful Public Schools  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-10-tracy-thompson/>

**Session #10: Tuesday - May 5, 1pm to 2pm PT**

*Family Support: What to do for At-risk Students and Families in Acute Need*  
Conducted by **Tracy Thompson** - Executive Director, Juvenile and Community Schools, San Diego County Office of Education  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-11-ayana-kee-campoli/>

**Session #11: Wednesday - May 6, 1pm to 2pm PT**

*Serving Homeless Students During COVID-19*  
Conducted by **Ayana Caploi** - Senior Researcher, Learning Policy Institute | **Dion Burns** - Senior Researcher, Learning Policy Institute | **Leanne Wheeler** - California State Homeless Coordinator, California Department of Education | **Tara Turrentine** - Coordinator, Education for Homeless Children and Youth Program, Sacramento County Office of Education | **Elena Cabrera** - Director of Categorical Programs and Grants, Folsom-Cordova Unified School District | **Jevon Wilkes** - Executive Director, California Coalition for Youth  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-12-kenneth-wesson/>

**Session #12: Thursday - May 7, 1pm to 2pm PT**

*Homeschooling 101: What Every Parent and Educator Needs to Know about How Children Learn - Parents as Teachers, Study Schedules, Setting Expectations*  
Conducted by **Kenneth Wesson** - Educational Consultant, Neuroscience  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-13-tyrone-howard/Sessi>

**Session #13: Monday - May 11, 1pm to 2pm PT**

*Supporting African-American Student Needs During COVID-19*

Conducted by **Tyrone C. Howard, Ph.D.** - Professor, Pritzker Family Endowed Chair in Education to Strengthen Children & Families, Director, UCLA Pritzker Center for Strengthening Children & Families Director, UCLA Black Male Institute, Graduate School of Education & Information Studies University of California, Los Angeles

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-14-dr-theresa-price/>

**Session #14: Tuesday - May 12, 1pm to 2pm PT**

*Keeping Your Students on Track and Motivated to Win: Virtual College Tours, AP/SAT Prep, Online Career Training*

Conducted by **Dr. Theresa Price** - Founder, National College Resources Foundation

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-15-kenneth-wesson/>

**Session #15: Wednesday - May 13, 1pm to 2pm PT**

*Everyday Science at Home for K-12: the Kitchen, Living Room, and Garage as Laboratories*

Conducted by **Kenneth Wesson** - Educational Consultant, Neuroscience

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-16-dr-bryan-brown/>

**Session #16: Friday - May 15, 1pm to 2pm PT**

*Virtual Teaching for Students of Color: How to Make Sure Culturally Relevant Practices Make Their Way Home*

Conducted by **Dr. Bryan Brown** - Associate Professor, Stanford University

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-17-dr-tonikiaa-orange-and-dr-rita-suh/>

**Session #17: Monday May 18, 1pm to 2pm PT**

*Equitable Learning During the Pandemic*

Conducted by **Dr. Tonikiaa Orange** - Director for the Culture and Equity Project & Assistant Director for the Principal Leadership Institute at UCLA Center X  
Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-18-dr-michele-bowers/>

**Session #18: Tuesday - May 19, 1pm to 2pm PT**

*Establishing Protocols for Online Teaching and Learning for Urban and Rural Students*

Conducted by **Lorrie Owens** - Past President, Board of Directors - CITE (formerly CETPA) | **Dr. Sharla Berry** - Assistant Professor of Education, California Lutheran University | **Dr. Michelle Bowers** - Superintendent, Lancaster Unified School District

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-19-ken-wesson/>

**Session #19: Wednesday - May 20, 1pm to 2pm PT**

*Physical Activity and Health: Family Fitness and Meal Planning and Conversations*

Conducted by **Kenneth Wesson** - Educational Consultant, Neuroscience

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-20-lybroan-james-and-anne-watkins/>

**Session #20: Thursday - May 21, 1pm to 2pm PT**

*System Design: How do we Ensure that we Serve Children who Have Been Historically Disadvantaged?*

Conducted by **Lybroan James** - Chief Educational Officer, STEMulate Learning, LLC | **Anne Watkins** - Consultant and Senior Director, Diversity, Equity and Inclusion

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-21-pedro-a-noguera/>

**Session #21: Tuesday - May 26, 3:30pm to 4:30pm PT**

*What Schools Can Be: Planning for Schools After the Pandemic*  
Conducted by **Dr. Pedro Noguera** - Distinguished Professor of Education



Faculty Director, Center for the Transformation of Schools, UCLA Graduate School of Education & Information Studies

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-22-lybroan-james-and-anne-watkins/>

**Session #22: Wednesday - May 27, 1pm - 2pm PT**

*Culturally Responsive Teaching: Building Student Confidence and Identity for Lifelong Learning*

Conducted by **Lybroan James** - Chief Educational Officer, STEMulate Learning, LLC | **Anne Watkins** - Consultant and Senior Director, Diversity, Equity and Inclusion

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-23-socorro-shiels-and-dr-janet-schultze/>

**Session #23: Thursday - May 28, 1pm - 2pm PT**

*Planning for Professional Development During COVID 19*

Conducted by **Socorro Shiels** - Superintendent, Sonoma Valley Unified School District | **Janet Schultze** - Superintendent, Pittsburg Unified School District

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-24-lisa-broomfield-and-kymberly-taylor/>

**Session #24: Friday - May 29, 1pm - 2pm PT**

*Parent Engagement: Establishing Positive Partnerships*

Conducted by **Lisa Broomfield** - Director of Categorical program and GATE, Moreno Valley Unified School District | **Kymberly Taylor** - African-American Parent Involvement Specialist, Moreno Valley Unified School District

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-25-lybroan-james/>

**Session #25: Monday June 1st 1pm to 2pm**

*Ethnomathematics: Unlocking the Gates to College & Careers in the 21st Century*

Conducted by **Lybroan James**, Chief Educational officer, STEMulate Learning

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-26-dr-elisha-smith-arillage-and-ted-alejandre/>

**Session #26: Tuesday June 2nd 1pm to 2pm**

*"From Advocacy to Engagement: Supporting English Language Learners in These Challenging Times."*

Conducted by **Dr. Elisha Smith** - Executive Director, Ed Trust West | **Ted**

12

**Alejandro** Superintendent - San Bernardino County Office of Education Superintendent

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-27-dr-daryl-camp-and-dr-martinrex-kedziora/>

**Session #27: Wed June 3rd 1pm to 2pm**

*"Planning California's Districts Transition Back to School: A Blueprint for Districtwide Communication During COVID 19"*

Conducted by **Dr. Daryl Camp**, Superintendent, San Lorenzo Unified School District | **Dr. Martinrex Kedziora**, Superintendent, Moreno Valley Unified School District

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/session-28-diana-de-los-santos/>

**Session #28: Thursday June 4th 1pm to 2pm**

*Diagnosing Impact of Distance Learning and Amplified Learning Losses Due to Sheltering in Place*

Conducted by **Diana De Los Santos**, Managing Director of System Advising at Achievement Network

Audience - Administrators/Teacher/Parent/Para-ed/Leadership

WEBINAR LINK

<https://equitablelearningincrisis.extendedsession.com/preparing-students-for-the-future/>

**Session #29: Monday June 8th 1pm to 2pm**

*"Preparing Students For The Future: Addressing Covid-19, Distance Learning & Racial Justice"*

Conducted by **Tony Thurmond** - CA State Superintendent | **Dr. Pedro Noguera** - Distinguished Professor at UCLA | **Sujie Shin**, Deputy Executive Director - CCEE | **Dr. Daryl Camp**, President - CAAASA

Audience - Administrators/Teacher/Parent/Para-ed/Leadership



### 1. Education in the Midst of Multiple Unexpected Crises

Before there was a coronavirus crisis, there was an on-going crisis in education for a majority of students of color. For decades, a host of historical issues have impacted educational policies and practices for students of color. Chief among them are (1) assuring that every CA student has access to a high-quality education, and (2) guaranteeing equal access to that high quality education for every child regardless of gender, race, ethnicity, national origin, color, disability, sexual orientation, socio-economic status, neighborhood/zip code or prior academic performance. Most importantly, we must ensure that California's historically underserved students are treated no differently than their more privileged counterparts. These principles have served as the guideposts in developing this document for CA educators and parents in support of the education of all California students.

The impact of the 2020 coronavirus pandemic was further complicated by overlapping economic and social events:

- Personal job loss and national unemployment figures exceeding depression-era statistics
- Unparalleled economic instability for businesses and families
- The abrupt closing of nearly every public school in the U.S. without a firm date or plan for reopening
- World-wide protests of the unjustifiable killings of African-Americans by local police,

which heightened the fears and emotional harm affecting students of color

In times like these, the only thing that we can be confident of is the inevitability of more uncertainty.

In *Advancing Equity in an Era of Crisis* Webinar Session #4, P. Noguera identified the greatest challenges created by the pandemic and quarantine:

- Limited access to virtual learning
- Limited support at home
- Limited guidance to teacher on how to meet the needs of vulnerable students
- Insufficient guidance on how to make learning meaningful
- Economic uncertainty
- Fear about the coronavirus (*which has had a disproportionate impact on Black people*)
- Housing instability
- Lack of healthcare

As more schools shift to remote learning for their students, educators are also becoming more informed about its limitations (modeling, drawing, discourse and dialogue, etc. which have been best accomplished in the classroom.)

In *Advancing Equity in an Era of Crisis* Webinar Session #16, B. Brown listed additional technology limitations.

### 2. The Context -- Black Educational Attainment Prior to the Pandemic

Well before the pandemic, African American students faced myriad challenges. In California, Black students' educational attainment lagged behind that of other ethnic groups. Only 73% of African-American high school seniors in the class of 2018 graduated, compared to 87% of White students. Clearly, these disparities in high school graduation rates impact college enrollment and eventual degree attainment. In California, Black students who graduated high school in 2018 had a college-going rate of 59.7%, compared to 70.4% for White students.

Black students also face challenges in attaining a college degree. While 86% of White students graduated from the University of California in six years, only 75% of Black students were able to do so. There are similar gaps in the CSU graduation rates (43% of Black students graduated compared to 67% of White students), and community colleges (54% of White students graduate in six years, compared to only 37% of Black students).

### 3. The Digital Divide, Educational Access and Equity

The futurist Alvin Toffler remarked, *"The illiterates of the future are not those who cannot read or write, but those who cannot learn, un-learn, and re-learn."* To succeed in the coming months, educators must consider what to abandon and what to re-learn in order to survive the challenges predicted for the next 12-36 months.

In the spring of 2020, California launched a remote version of an existing educational system, which was not fully meeting the needs of a significant portion of our students of color based on annual statewide achievement data disaggregated by race and ethnicity. Remote learning for those students was further complicated by the common experience

of significant bandwidth limitations found in low-income neighborhoods and rural communities.

In *Advancing Equity in an Era of Crisis*, Webinar Session #4, P. Noguera states,

*"Students with the greatest needs are most likely to be marginalized and impacted during the pandemic."*

Some educational researchers have noted that, for students of color, the digital divide is more accurately likened to a "digital desert."

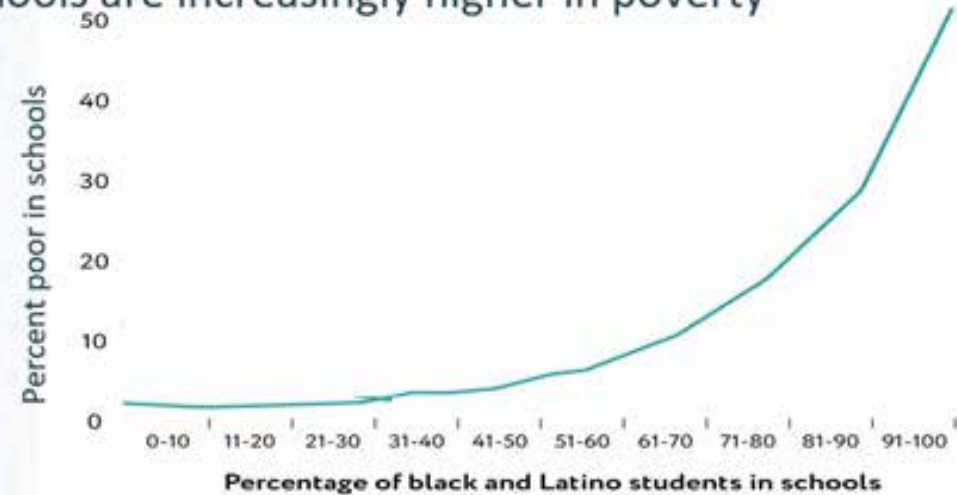
The coronavirus pandemic has shown the equity spotlight on the economic and educational disparities between students of color and their White counterparts. The move to remote instruction has widened the digital divide since African-American students often do not have continuous access to technology devices and the Internet unlike most White students. In our discussions about education, the proverbial *"elephant in the room"* has been the nexus between poverty and race along with the predictable influence that each factor alone has on educational outcomes to say nothing of the two combined.

Nationwide, 15% of households with school-age children do not have a high speed Internet connection. This percentage increases to 25% for Black households with children in school.

In *Advancing Equity in an Era of Crisis*, Webinar Session #29, S. Shin shared the PowerPoint slide below, which points to the correlation between poverty and race in our schools. It is also important to note that school districts and school sites serving high percentages of Black and students of color are frequently highly under-resourced institutions.



## As the percentage of black and Latino students increases, schools are increasingly higher in poverty



ccee  
California Collaborative  
Educational Excellence

CTE UCLA

Civil Rights Project at UCLA

Low-income students are more likely to live in households without high-speed Internet. According to the 2015 Pew Research Center American Community Survey, roughly 1/3 of low-income children (from families with an annual income under \$30,000) do not have access to high speed Internet at home. That figure increases to 41% for Black children. Twenty-five percent of low-income students did not have access to a desktop or laptop computer at home.

In *Advancing Equity in an Era of Crisis*, Webinar Session #20, L. James and A. Watkins explained how many of the historical inequities in our existing educational delivery system are being transferred into the virtual learning environment.

The digital divide is dismal in rural areas. A report from EdSource noted that about one-third of rural Californians had access to Internet service, compared to 78% of residents in urban areas. While cost plays an important role in this disparity, another critical factor is limited or no access to a local Internet service provider in rural communities.

In *Advancing Equity in an Era of Crisis*, Webinar Session #18, M. Bowers, L. Owens, and S. Berry noted that:

*Streaming video, especially synchronously, is a high-bandwidth task and may not be accessible to all students, including low-income students.* (Stanford, 2020).

They recommend: “Community-oriented Online Pedagogy” with content that meets the following criteria:

- Accessible (for a mix of high-bandwidth and low-bandwidth tasks)
- Culturally and contextually relevant to students
- Flexible and adaptive
- Collaborative (teacher-to-student and student-to-student)
- Incorporates multimodal ways to learn
- Includes higher order thinking tasks

Researchers have also identified a *second level digital divide*, based on the readiness skills in digital literacy necessary to use technology and successfully leverage it to one’s educational benefit. While many students are regarded as *digital natives* (assuming that they are highly skilled in technology) researchers have pointed out that digital literacy does not develop automatically.

The American Library Association (ALA) defines digital literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information. This requires complex cognitive and technical skills which must be intentionally cultivated. Being “digitally literate,” should mean that students can, not only consume information using technology, but that they can also skillfully evaluate that information, and use the technology available to create digital artifacts. Students across the board are generally underprepared in digital literacy, and low-income students tend to be at a greater disadvantage in this area (Puckett, 2019).

The digital divide moreover contributes to a “digital homework gap.” Twenty-five percent of Black teens reported that they were unable to complete homework assignments due to no access to a reliable computer device or Internet connection at home. Twenty-one percent were forced to rely on public WIFI access locations (*libraries, coffee shops, etc.*) to complete their homework assignments, compared to only 11% of White teens. As the pandemic compels schools to resort to technology to facilitate instruction, Black and low-income students will continue to encounter barriers in distance education.

### Considerations for Equitable Access to Remote Learning

In light of the aforementioned data detailing the disparate access to technology in Black communities, any effort towards incorporating remote instruction must be made with sensitivity to the issues of access to high-speed Internet connections and to technology devices. Without access to technology in today’s educational environment, there can be no equity.

School districts must assess the digital needs of students and their families, to assure that all learners can fully, easily and consistently access remote instruction when assigned. School districts and site leaders must also inform families of free and low-cost programs that help provide technology and Internet access at home.

In *Advancing Equity in an Era of Crisis*, Webinar Session #9, A. Montgomery cites six critical factors for successful distance learning programs:

1. Teacher professional development
2. Parent education
3. Distribution of technology
4. Technology support
5. Lesson plan development
6. Family schedules & cultural coping mechanisms.

There are additional strategies for promoting equitable access to remote student learning. Schools should ensure that learning remotely is safe and inclusive. Toward that end, here are some steps that schools can take to promote equity in online learning.

### Ensure that online classrooms are safe from unwanted intrusion.

When the coronavirus pandemic was first declared in early 2020, many schools gravitated towards several popular web-conferencing tools to deliver daily instruction. By April 2020, over 90,000 schools in 20 countries were using Zoom to deliver remote instruction. However, Zoom and other similar tools were not specifically designed to meet the needs of children. Many K-20 schools experienced Zoom bombing, racist, and misogynistic intrusions by unwelcomed parties, along with “Zoom fatigue.” As schools make plans to extend or expand their use of technology, they should take precautions to keep classrooms free and safe from such interference.

### Use a mix of high- and low-bandwidth teaching strategies to increase access to remote instruction

As schools rapidly shifted to online learning, many relied on video conferencing as the primary means of instructional delivery. Video conferencing allows users to participate synchronously, where they can see and hear one another. Schools relied on Zoom and other cloud-based peer-to-peer software to supplant face-to-face instruction. These strategies required an increase in bandwidth. Daniel Stanford writes:

*High-bandwidth technologies work great for students who have newer computers, fast and reliable internet access at home, and unlimited*



data plans on their phones. For other students, courses that require frequent use of high-bandwidth technologies can limit their ability to fully participate in course activities. This can jeopardize their success in the course, create a sense of shame and anxiety, and leave them feeling like second-class citizens.

Stanford encourages instructors to consider a mix of high- and low-bandwidth assignments to increase educational access to a greater number of students. Asynchronous tools including email, discussion boards and printed reading materials may be more accessible to some students than video conferencing. However, the move away from high-bandwidth tools produces other trade-offs, including a reduction in student engagement.

Managing courses asynchronously can also be challenging, particularly for courses with larger class enrollments. Educators may wish to consider utilizing a variety of remote learning tools (e.g., books on tape or audio files) which require considerably less bandwidth to reach students with limited technology access. Course instruction that requires synchronous audio, but not video, or uses cell phone access, can also be beneficial to these students.

Creating small groups facilitated by para-professionals can increase student engagement and student-to-student collaboration. As educators prepare full or partial remote instruction plans for the fall, they should keep in mind their students' (a) bandwidth capacities, and (b) likely levels of engagement based on instructional format.

#### Use hyflex models at the K-12 level

As colleges and universities plan to reopen in the fall, many are contemplating the use of a hyflex model. Hyflex, or high flexibility, is a method of instructional delivery where one instructor teaches the same course remotely and in-person, simultaneously, to a large number of students. This model allows students who are unable to participate in the in-person courses to still experience the same instruction at the same time.

#### Hyflex models offer several benefits to schools and to students during a pandemic:

1. allows students to access courses remotely,
2. supports learning continuity for students who become sick or who live with immunocompromised persons.
3. maintains some of the more desirable aspects of a traditional face-to-face classroom while also reducing the number of students who are physically present in one room.

Hyflex learning may be new to some K-12 educators, and there are challenges to its implementation. One substantial barrier is cost. Hyflex classrooms require expensive cameras, microphones, and monitors. Districts would need to invest significant amounts of time and funds to determine which technologies meet their specific needs. Hyflex models may also require additional support personnel, including technical support and classroom aides. Although hyflex models present these challenges for K-12 schools, it deserves some degree of consideration.

#### 4. How Have Schools Responded to the Pandemic Crisis?

California schools were caught surprised by the call to implement remote instruction immediately with very little warning. The sheer number of unresolved issues surrounding the implementation of "at-home instruction" was overwhelming. Moreover, there was almost no time for teachers to prepare for delivering emergency remote teaching (ERT). Fortunately, most educators performed admirably with a minimal amount of training, experience or technical assistance. However, the success stories appeared somewhat uneven geographically.

#### California and national responses to COVID-19

Due to limited funding for technology, CA has struggled to address the broad range of technology needs in its numerous and varied communities. Although remote learning requires the availability of technology devices on a 1-to-1 basis, the national figure is closer to 5-to-1, and many under-resourced schools in urban environments often double to 10 students for every 1 device according to the "Technology in Education" report published by Education Week.

In *Advancing Equity in an Era of Crisis* Webinar Session #9, A. Montgomery cited an EdTrust West survey that found 38% of low-income families and 29% of families of color were concerned about their child's access to distance learning because their parents did not have reliable Internet connections at home.



#### Recommendations

Although we are facing unprecedented educational challenges, we also have a unique opportunity to reimagine what effective CA schools should provide for students of color, and how instruction can be more effectively delivered to our students.

In *Advancing Equity in an Era of Crisis*, Webinar Session #21, P. Noguera shared a quote from Hugh Vasquez, which asked:

*"Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?"*

In *Advancing Equity in an Era of Crisis*, Webinar Session #21, P. Noguera details the following characteristics of schools that stifle student learning particularly for students of color:

- Emphasis on control and compliance
- Excessive reliance on pressure and fear of failure as motivators
- Impersonal, fragmented, and for some kids, punitive school culture
- Learning characterized by covering material; not enough deep engagement, curiosity, stimulation

As we craft a new educational model for California's schools serving students of color, these practices must be retired. How we conceptualize the new California classroom will define (1) how we deliver learning, (2) how we identify relevant curricula, (3) how we select and deploy school personnel most efficiently, and (4) how and to whom we decide to deliver in-person versus at-home instruction. It is in the state's long-term best interests to ensure that a greater percentage of Black and other students of color in CA public schools are academically prepared for college, careers, and life, which are all vital to California's economic future.

##### 5. Recommendations for Schools and Administrators

In March of 2020, schools were informed that if learning was to continue during the pandemic, their teachers would need to initiate at-home learning for their K-12 students. To accomplish this goal, educators would upload their planned curriculum to a remote learning system. Students had already grown accustomed to using technology in their classrooms, so the transition sounded easy and likely to succeed.

In the hope that instructional quality would not be severely compromised, millions of California's students were told to go home and "log on for learning." Soon thereafter, all parties participating in the new normal for schools were confronted by the unforeseen consequences that surfaced from the

convergence of student growth expectations, quality educational delivery, and equity with the well-known SES factors lurking in the background. A survey of each family's technological capability of successfully connecting to their teacher for half-day or full-day instruction was not made.

While the achievement gap consumes much of our attention, the massive gap in our national broadband infrastructure warrants an equal amount of concern. It contributes significantly to the remote learning gap and the homework gap, which in tandem, will combine to expand the achievement gap between less-advantaged students and their more affluent and better-connected counterparts, who have made a remarkably smooth transition to remote learning.

A study sponsored by Harvard and Brown Universities concluded that the achievement performance, after using an online math program for remote learning, saw progress in math decrease by 50% for low-income students, and a decrease by 30% for middle income students. However, the performance scores were unaltered or showed academic growth in math for students from families with greater financial capital who also came from technologically well-resourced homes. Unfortunately, it is not uncommon to see children with the greatest desire to learn are also the students saddled with the greatest number of obstacles preventing them from maximizing their true potential. By default, remote learning became our best attempt at stretching a small bandage beyond its capacity to cover a very large and deep academic wound caused by the digital divide.

Well into mid-June, the digital divide was expanding to new dimensions, in effect penalizing students for residing in low-income homes and communities. Needless to say, a special effort and a host of resources will be required for these students to catch up academically to their better-resourced peers in September.

Monitoring the day-to-day school technology needs by each site administrators must include a review of both the in-class and at-home needs of each student. This practice must be a high priority for every forward-thinking administrator.

When schools reconvene in the fall of 2020, all stakeholders will recognize that what we previously referred to as "normal" no longer exists. We will need to address the learning loss brought on by a 6-months-long hiatus from in-person instruction. That will require the following:

- Assessing the learning loss for each student
- Providing meaningful instruction to help all students catch up to their expected achievement levels
- Providing a cadre of paraprofessionals to provide tutoring for each subject area.

In *Advancing Equity in an Era of Crisis*, Webinar Session #28, D. De Los Santos summarized the challenges of identifying the scope of academic recovery planning. She highlighted the following issues that warrant the initial focus of each school:

- *Unfinished Learning* of content and skills that were previously introduced, but not yet fully mastered

- *Unfinished Teaching* of this year's (March-June 2020)
- Natural learning loss due to a potentially unstructured learning environment for an extended period of time.
- Compounding the impact on vulnerable populations, including those who
  - Are experiencing increased economic challenges
  - Have unequal access to quality distance learning
  - Are multi-language learners
  - Have learning and attention differences
- Administrators need to acknowledge the social-emotional needs of faculty, staff, students and parents (recognizing that faculty, staff and students' have concerns, fears, and hopes that are first-order professional development items).

In *Advancing Equity in an Era of Crisis*, Webinar Session #21, P. Noguera recommended:

- Start with all-staff meetings: check in, listen to concerns/fears, help staff to feel comfortable about returning to work
- Spend the first few days with kids hearing their stories about life in quarantine. Do group activities to help kids become reacquainted with each other and with staff.
- Play games together, make it fun to be back. Sing, dance, enjoy each other

Until these Social and Emotional Learning (SEL-based) practices are implemented, content learning, skills development, and student achievement might be somewhat elusive targets to hit.

In *Advancing Equity in an Era of Crisis*, Webinar Session #7 K. Wesson observed,

*The brain always prioritizes safety and well-being first. Learning is inhibited when children feel threatened or when their (physical and/or emotional) well-being is endangered.*

Students and teachers will likely return in the fall suffering socially and emotionally. For those students, resources (personnel, programs, time, and funding) will be required for them to receive the necessary support and interventions or they will also begin to struggle academically.



In *Advancing Equity in an Era of Crisis* Webinar Session #3 by K. Wesson, he stated that research from cognitive science has shown how chronic stress or toxic stress can:

- Lead to the physical destruction of neurons in the hippocampus (a subcortical structure in the brain associated with learning and with memory formation)
- Modify the hippocampus, reducing a child's learning and memory capabilities (Vythilingam, 2002)
- Shrink neurons in the frontal lobes decreasing one's executive functions such as planning, judgment, and controlling impulsivity (Cook & Wellman, 2004)

It was also noted that students who have chronic safety concerns also tend to under-perform academically (Pratt, Tallis, & Eysenck, 1997).

Other long-term benefits of SEL programs include:

- For students: Teaching students social-emotional skills can lead to improved attitudes about self, others and school, as well as an 11% gain on standardized achievement tests
- For teachers: adults who can recognize, understand, label, express, and regulate their own emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments in their schools. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

In *Advancing Equity in an Era of Crisis*, Webinar Session #16, B. Brown underscored the issue of cost and outfitting homes with an array of technology tools.

Consequently, some school districts implemented a broad range of solutions to the challenges of remote learning including the positioning of parked Wi-Fi-enabled buses in communities with little or no Internet access. Other school districts have created "roving mobile hotspot fleets" consisting of buses driven through communities or parked in residential

areas where parents are known to have limited Internet connections.

Supporting a student's at-home learning options has an appreciable impact on the success of remote instruction for that child.

- Students must have their own Wi-Fi-enabled laptop, netbook, or digital tablet. If students are required to shift to distance learning, it is incumbent on their school to make certain that each student has access to such devices, rather than assuming that technology and the requisite interconnectivity is indeed commonplace within all student residences. Generally speaking, as family wealth decreases, there is often a corresponding decrease in the probability that an Internet connection and other nonessential technologies are present in that home

Administrators need to assure that equitable technology is available for all students and families when/if further remote instruction is scheduled by the school. The list of technology "necessities" for survival in low-income families may not include expensive, and thereby unaffordable, Internet connections, Wi-Fi, tablets, and printers. Limiting access to day-to-day instructional experiences based on family economic status is an egregious violation of every principle we hold dearly in the pursuit of educational equity.

In *Advancing Equity in an Era of Crisis*, Webinar Session #26, E. Arrillage and T. Alejandro shared the results of an EdTrust poll of 1,200 CA parents, which found that 50% of low-income and 42% of families of color lacked sufficient devices at home for distance learning.

There are several other educational efforts deserving mention in this conversation including the following:

- Mailing photocopied worksheets or stapled-together paper packets to students for learning, reviewing, and/or strengthening core content information without the requisite in-home technology resources paves the way towards solidifying a two-tiered educational

system. Family wealth and/or Internet access cannot become the prerequisites that will later determine which students are most likely to meet grade-level proficiencies and which will not. Access to distance learning should not become another gatekeeper for students of color

- Hotspot lending programs should be considered for those neighborhoods identified as less-connected communities, but areas serving students
- There is a looming threat that intermittent school closures may become familiar events should the coronavirus spike more than once. Contingency plans for schools must be in place and ready to roll out if necessary
- Faculty, staff and students will need to adhere to the recommended social distancing practices throughout the school building and in each classroom. This matter will be of

particular importance in crowded schools already impacted by high student enrollments

- There are new hygiene (e.g., hand-sanitizing stations, no school visitors, etc.) recommendations that will need to be implemented throughout the school site and they must be strictly enforced or a single school site may be subject to multiple closures for the safety of everyone present

Administrators must work closely with teachers and parents to craft a comprehensive plan to maximize the impact of each dollar available to the school more so than any other time in recent memory. With massive unemployment, our state income tax revenues could be at an all-time low per capita. The school's vision as set forth by the school site administrator will help aim a schools' resources and talents at meaningful and actionable targets.



### Addressing the learning loss

In addition to addressing the glaring inequities in at-home technology resources, when *normal* instruction resumes in the fall of 2020, one of the first school priorities will be to assess the magnitude of the extended learning loss brought on by a 6-months-long in-person absence from the traditional brick-and-mortar classroom.

According to a March 2020 article published in *Education Week*, “*The Scramble to Move America’s Schools Online*,” a recent survey found that 44% of school district leaders were unclear as to how their schools would recapture the instructional days lost during the March through June 2020 school closure caused by public health concerns. Estimates from the nonprofit organization NWEA suggest that the average child will begin the 2020-21 school year 1/3 short of the normal progress made in reading and 1/2 of the customary annual progress in mathematics.

Warnings of severe budget cuts have already been issued by the CA governor. Among the unanswered questions are:

- How will students make gains on lost academic ground when schools simultaneously may be asked to do so with fewer funds?
- Will modifications be needed in the current grade-level achievement expectations?
- Students will need to catch up to where they should be academically, but will there be funds allocated to support that effort?

These questions cannot be ignored and will necessitate that school district plans be crafted complete with the priorities stated.

In *Advancing Equity in an Era of Crisis*, Webinar Session #22, L. James and A. Watkins noted that one tenet of “*assets-based*” instruction hinges on “*valuing and reinforcing the gifts students bring to class*.” To accomplish this goal, teachers must identify each students’ assets by:

- Having intentional conversations with students and their families
- Demonstrating that teachers want to learn about their students
- Helping students discover and embrace the strengths they bring to their classrooms and schools
- Empowering student voices by creating a safe and risk-free learning environment
- Inviting students’ families to share their experiences and their expertise

In addition to evaluating students’ academic status relative the grade-level standards for ELA and mathematics, the fall of 2020 can also be seen as an opportunity to abandon the “*one-size-fits-all*” approach to education. This can be brought about by identifying the strengths, academic/career goals, extracurricular interests (outside of school), learning modality preferences, as well as content and skills areas where students have demonstrated “*emerging talents*” (formerly known as weaknesses).

In *Advancing Equity in an Era of Crisis*, Webinar Session #18, M. Bowers, L. Owens, and S. Berry stated that:

*Connecting to personal interests and future career goals boosts cognitive presence and community” (Berry, 2017; Garrison, Anderson, and Archer, 2011).*

Knowledge of vital personal background information for each student can lay a solid foundation for concrete learning plans genuinely tailored to meet the individual goals and needs of each child. Doing so permits students to learn based on what they (a) know, (b) need to know, (c) want to know, and (d) the methods by which they learn best. Vygotsky’s *zones of proximal development* inform us that understanding what students know and have previously achieved offers a window into what they are ready to learn and do now. Background knowledge is a powerful predictor of the depth, pace, and success of future content learning. An in-depth assessment of each student’s abilities is a first and vital step towards equity.

Transitioning to fall instruction customarily includes a 3 to 6-week time period during which students readjust to in-class formal instruction, and teachers take time to review the key content and skills that students should have learned during the prior school year. Focusing on last year’s foundational skills lays the groundwork for successfully learning the content that will be delivered in the new school year. Since a significant number of concepts and skills are spiraled (revisited in later grades with a higher degree of ideational complexity) and built upon from there, the associated student competencies (and their mastery) cannot be ignored in order to move quickly into teaching the standards for the new grade level.

Equally important, the students’ 2020-21 teachers are responsible for meeting their own grade level goals. Can standards and achievement tests be revised and/or recalibrated to account for the content and skills missed during the final trimester of the 2019-20 school year without losing their validity or value?

Merely identifying and re-teaching the content that was not covered by March 2020 will not suffice. When school resumes, whether in-person or remotely, a thorough learning gap assessment for all students will be required. Of the 2019-2020 content and skills that may have been adequately covered, only some of them may be subject to immediate recall six months later. Reteaching last year’s grade-level competencies will be more in order than just their reinforcement when students transition to the next grade in the fall. Research has shown that, when children fall behind grade-level expectations, making up lost ground becomes increasingly more difficult each year. Those students often remain hopelessly behind, which renders them more likely to drop out than to graduate high school.

In *Advancing Equity in an Era of Crisis*, Webinar Session #26, E. Arrillaga and T. Alejandre shared the results of an EdTrust poll which found that nearly 90% of parents were concerned that their children will fall behind, and 8 in 10 reported higher than normal amounts of stress as a consequence.

Schools should conduct an assessment that will provide classroom practitioners with an estimate of the magnitude of the learning loss for each student in order to address the broad range of learning needs that will need to be met. We must recognize this unprecedented degree of academic erosion:

- One third of the CA 2019 - 2020 academic year was eliminated with the spring closing schools
- We are uncertain of the achievement level reached by each child before and after they began learning remotely
- Precisely how much of the prior year’s content must be re-taught when school reconvenes in order for students to meet the academic goals of the coming school year?



- Varying amounts of remediation may be “required learning” for a large swath of students whose schools shifted to remote instruction in March 2020

Responding to the above concerns will define both the focus and the duration of the requisite review period and provide students with an opportunity to master many or all of concepts and skills missed in the spring of 2020, but necessary to master in order to be successful in the 2020 - 2021 academic year.

In the article “Research Shows Students Falling Months Behind During Virus Disruptions,” education writer Dana Goldstein cited new research suggesting that, by September (2020), most students will have fallen behind where they would have been if their schools had not closed, with some students losing the equivalent of a full school year of academic gains. The typical achievement gaps we see based on race and SES will widen because of the commonly known disparities in at-home access to technology, including (1) devices connected to high-speed Internet, and (2) the availability of parents who can provide technical assistance at home. If equity in remote learning cannot be guaranteed for all students, then we should pursue other means by which we can close the opportunity holes that consistently create achievement gaps for students of color.

In *Advancing Equity in an Era of Crisis*, Webinar Session #28, D. De Los Santos insisted that learning loss assessment data be used to increase student and family engagement by meeting the following feedback criteria:

- **Timely:** Delivered close enough to the completion of the assignment to feel relevant
- **Specific:** Feedback is non-judgmental and targeted to an area of recent learning. It is clear and actionable
- **Consistent:** It builds on past feedback by acknowledging where students have or have not progressed
- **Engaging:** It builds a shared understanding of high-quality work (e.g. *sharing exemplar*)

responses or rubrics), and in doing so it supports an investment in why high-quality work matters

The long-term academic damage to students of color may be exacerbated if learning is delivered exclusively via the distance learning format (*all or in part*) when school resumes this fall, particularly primary-grade students who need to master the early foundational skills before they can advance academically through grades 4-8.

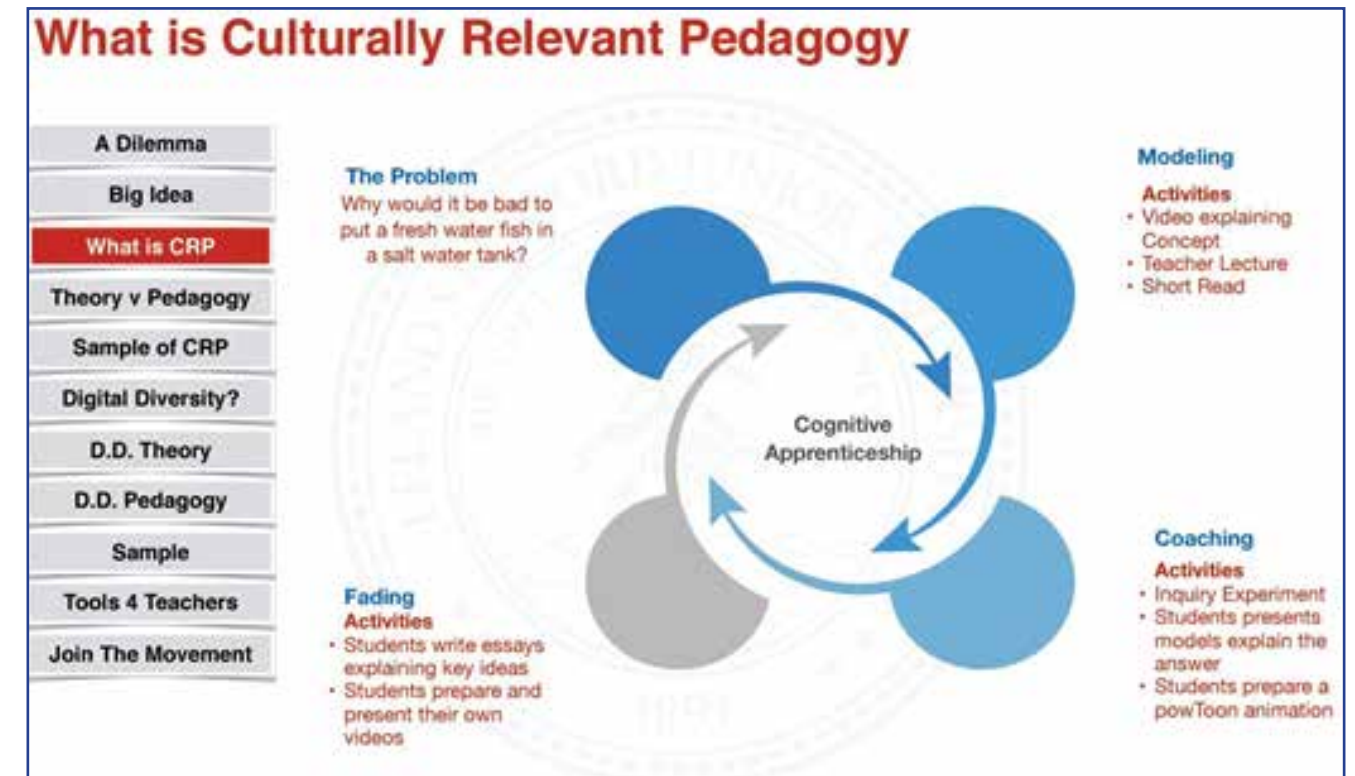
- Preparing for a possible COVID-slide: The phenomenon known as the “summer slide” or the “summer melt,” is the decline in the recall of content in skills that were previously learned, which occurs during seasonal school closures, and is well documented. While subject-area decreases in achievement often occur in all subjects, they are usually most pronounced in mathematics. For this reason, administrators must ensure that schools have plans to provide targeted support for math skill maintenance, math enrichment, and remediation in mathematics (Kuhfeld & Tarasawa). These plans may include access to specialized technologies, software, and tutoring programs
- Fall 2020 planning may require expanding student access to summer school, which was formerly limited in some districts only to students who had failed a course or were likely to repeat a grade level

Planning fall instruction and assessments must be done carefully and strategically with the goals of access and equity for all students at the forefront. How can we reorganize our schools to operate more effectively and more equitably in the academic years 2020-21 as well as 2021-22? Educators have a unique opportunity to reimagine schools that are far more effective than ever before and schools that better address the needs of students of color.

Our 2020-21 educational plans can and should be redesigned around the learning needs of Black and Brown students through more culturally-responsive teaching.

In *Advancing Equity in an Era of Crisis*, Webinar Session #16, B. Brown provided statistics on the percentage of non-white teachers in public school classrooms. Culturally-responsive teaching relies on two pillars:

- (1) being immersed in diverse cultural experiences
- (2) taking time to become educated about other cultures and their values. Brown further provides the slide below describing the four components of culturally relevant pedagogy.



It is important to note that culturally-relevant pedagogy (*how we teach our students*) occurs within the context of delivering a culturally-relevant curriculum (*what we teach*).

In *Advancing Equity in an Era of Crisis*, Webinar Session #22, L. James and A. Watkins identified the measuring tools for determining culturally-relevant content. Educators should ask the following questions about any proposed content prior to its classroom introduction to the learners:

- What should students know, understand, and be able to do?
- What content is worthy of understanding?
- What questions will be explored?
- Which content standards should be prioritized instead of “covered”?

- How can we teach these understandings using the cultural lives and experiences of our students and their families?

If the answers to these questions have modest or no connection to the lives, the values or the cultural interests of the students in your classroom, that content needs to be revised, modified or eliminated. Otherwise, teachers should not be surprised by the frosty reception to the content, and that students will make little or no effort to learn, recall or apply. The magnificent human brain did not survive 3.5 million years of harsh evolutionary tests by focusing its attention and memory on matters it considered trivial or unimportant to human survival. Education cannot trump our long evolutionary history.

- Schools should align classroom instruction with the latest research from cognitive science.

In *Advancing Equity in an Era of Crisis*, Webinar Session #3 by K. Wesson, we learned that human beings are

*"...the only species on the entire planet that can create environments and plan learning events that will determine how the brains of their young offspring will physically grow, develop and thrive."*

Social-Emotional Learning considerations should be included in fall 2020 school plans

In *Advancing Equity in an Era of Crisis*, Webinar Session #3, K. Wesson stated: Social Emotional Learning (SEL) is the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to...

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

Students have traditionally enjoyed a brief winter recess, followed by a 1-week spring break, finally a 2-month-long summer vacation on nearly every California school calendar during every school year. However, for the first time in their lives, the majority of students will have been physically separated from their teachers, close friends and classmates for six consecutive months (March to September 2020) as we sheltered in place. During this time, students experienced atypical isolation from their normal social contacts. There is only one means by which K-12 students learn how to develop and refine their social skills -- through face-to-face human interactions.

When schools resume fall operations, the absence of opportunities for normal social-emotional development in all students cannot be overlooked to focus exclusively on academic development.

In Webinar Session #3, K. Wesson noted, *Emotions drive attention. Attention leads to learning. And learning precedes establishing any memory traces. The learning process always begins best by tapping into information at the student's personal and/or emotional level.*

#### What Do We Want to Cultivate Emotionally in Our Children?

- A sense of confidence and competence
- The ability to persist at academic tasks
- An interest and ability to develop healthy relationships with peers and adults, to make friends, and to get along with others
- The ability to identify, understand, and communicate one's feelings and emotions
- An ability to consciously and constructively manage one's emotions
- The ability to develop and maintain a sense of empathy (*the identification with, and the understanding of, another person's emotions and/or feelings in a given situation*)

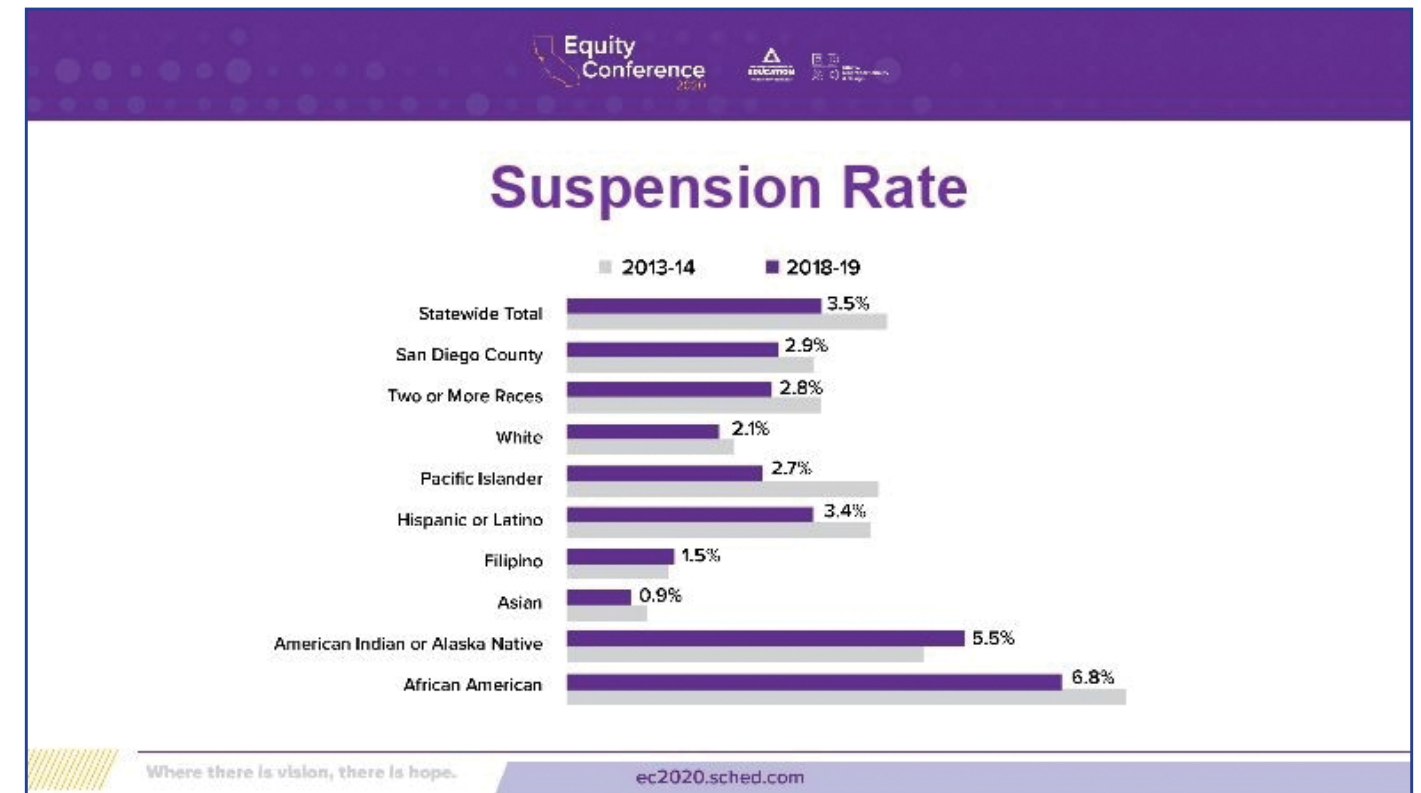
In *Advancing Equity in an Era of Crisis*, Webinar Session #13, T. Howard described how educators need to prepare for the mental health effects of the coronavirus on our students, similar to the requisite (PTSD-like) mental health care needs that surfaced following Hurricane Katrina and the "911" attack on New York City.

*One of the most important first steps towards a healthy mental state is to destigmatize*

*receiving mental health services. Adults who can recognize, understand, label, express, and regulate their emotions are more likely to (a) demonstrate patience and empathy, (b) encourage healthy communication, and (c) create safe learning environments for their students. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008).*

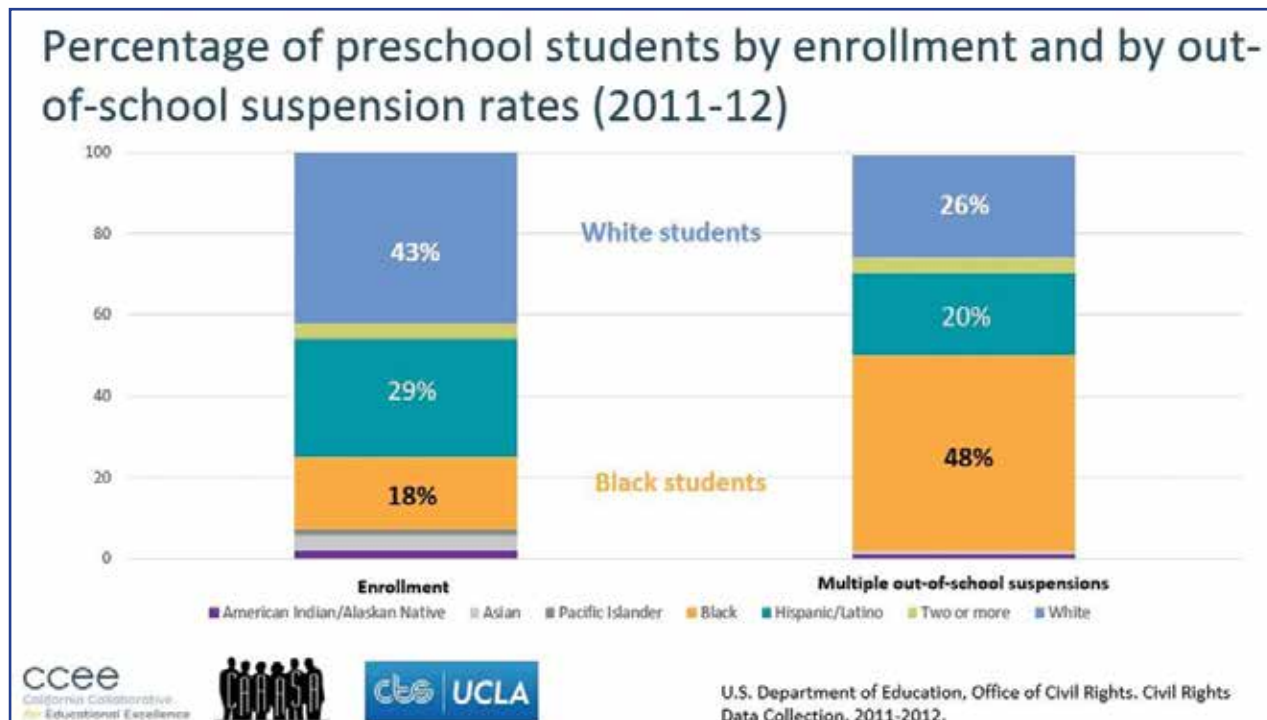
Teachers and administrators who do not connect emotionally to their students are more prone to recommend harsh discipline for those students.

In *Advancing Equity in an Era of Crisis*, Webinar Session #6, P. Gothold shared the student suspension rates by ethnicity. Numerous other studies have produced similar data regarding the ethnic background of students who are suspended more often than others (for trivial behavioral omissions to more serious violations) due to deep-seated adult biases.



In *Advancing Equity in an Era of Crisis*, Webinar Session #6, L. James and A. Watkins described how these unconscious biases (which we all harbor in varying degrees) can lead to micro-aggressions impacting disciplinary practices harming students of color, which begin for Black boys as early as their preschool years.





In *Advancing Equity in an Era of Crisis*, Webinar Session #29, S. Shin shared the slide above which shows the disproportionate number of African-American students suspended from preschool.

Bias has the extraordinary power of even producing mind-altering perceptions allowing the beholder to observe people and objects in ways that are not confirmed by reality and to see persons as being unreasonably larger than any measurement tool would corroborate. The end results of unconscious biases impacting students of color over extended periods of time were highlighted in a 2017 research study published by the American Psychological Association. The article carries a title, *“People See Black Men as Larger, More Threatening than Same-sized White Men,”* which nearly renders the details of their research redundant. (See: <https://www.apa.org/news/press/releases/2017/03/black-men-threatening>).

Instead of taking excessive disciplinary measures against students, which may be driven more by biases than by the inherent nature of the offense, restorative practices are considerably more effective as means of addressing infractions of school regulations or falling short of behavioral expectations than the more frequently applied detentions, suspensions or expulsions. The majority of transgressions in school can be resolved on a more mutually positive note for students and the school, and have less of a negative impact permanently on a student’s academic progress.

When parents head back to work, they need to have confidence that schools will address the learning loss, and the social-emotional trauma their children may have experienced from months of isolation. Counseling services should be readily available to faculty, staff, and students.

- Although any proposal that includes diminished instruction warrants our concern, social distancing requirements leave few alternatives to a reduction of face-to-face class instruction, leaving school to rely on remote learning that will take place at home. These circumstances dictate revisions and/or waivers to the state’s seat-time and instructional-time requirements. For the foreseeable future, the school day that we once knew will change drastically. Classroom scheduling will need to be modified with social distancing, school hygiene, and equity-related approaches with COVID-19 as the backdrop, at least temporarily.

- ◆ Social distancing protocols will limit the number of students who can be present in any given classroom at one time. Expect to teach students under a modified daily instructional schedule.
  - ⊙ This may include a hybrid system of alternating groups where students receive 2 days of in-person instruction followed by 2 days of remote learning.

During remote learning days, the content, concepts and skills that were taught in-person will be practiced, reinforced, remediated, and/or applied. The 5th day of the week would be set aside for a teacher to offer virtual office hours to work one-on-one with students offering structured learning time providing feedback, reteaching, analysis of error, remediation, application and enrichment opportunities. These efforts can be coupled with the supplemental assistance of paraeducators, experienced educational tutors, and/or retired teacher-volunteers.

- ◆ Students could attend school for in-person instruction on alternating weeks coupled with practice, reinforcement, remediation, and/or application including project-based learning.
- ◆ Another alternative could be school schedules where half of the students attend in the morning and half attend only during the afternoon. (Classrooms, desks, and learning materials would require disinfection between the morning and afternoon sessions).
- ◆ In-school class schedules could be adjusted to accommodate a greater percentage of the primary grade students than the upper grades based on the assumption that older students have acquired the foundational skills allowing them to be more successful when working independently. It is often said that after students *“learn to read,”* they *“read to learn.”*
  - ⇒ Primary grade students would attend school 3 days with remote learning on days 4 and 5, while 4-8 grade students would attend school 2 days a week with remote instruction delivered for the balance of the week.

In *Advancing Equity in an Era of Crisis*, Webinar Session #27, D. Camp and M. Kedziora described three of these options. Note that some students become high-priority candidates for in-class instruction due to

- (a) parental occupation - essential workers
- (b) special education service needs
- (c) students whose primary residence is not properly equipped to support remote learning at home.

In *Advancing Equity in an Era of Crisis*, Webinar Session #13, T. Howard recommended that educators...  
*organize the curriculum with project based learning (PBL) as a key component and create opportunities for every student to participate.*

In *Advancing Equity in an Era of Crisis*, Webinar Session #15, K. Wesson demonstrated several easy-to-manage science experiments and STEM projects that can be done at home.

- Reducing the face-to-face time currently reserved for daily in-person instruction will necessitate a shift in teaching and learning priorities, expectations, and planning to ensure equity. If direct instructional hours are decreased, what will the impact be on achievement goals for our middle and high school students? Under the more generous conditions of earlier times, the traditional Monday-through-Friday instructional schedule resulted in an alarming school-to-prison pipeline for some students of color. The amount of in-class time available for middle and high school educators to cover the required full year's content, while accommodating large class enrollments will make collecting evidence of student growth considerably more challenging.

In *Advancing Equity in an Era of Crisis*, Webinar Session #10, T. Thompson highlighted the fact that there is already an over-representation of African-American youth in the juvenile justice system. Decreasing their opportunities for successful completion of the high school curriculum will diminish or eliminate their chances for graduation, and minimize any subsequent postsecondary educational opportunities at 4-year institutions of higher education.

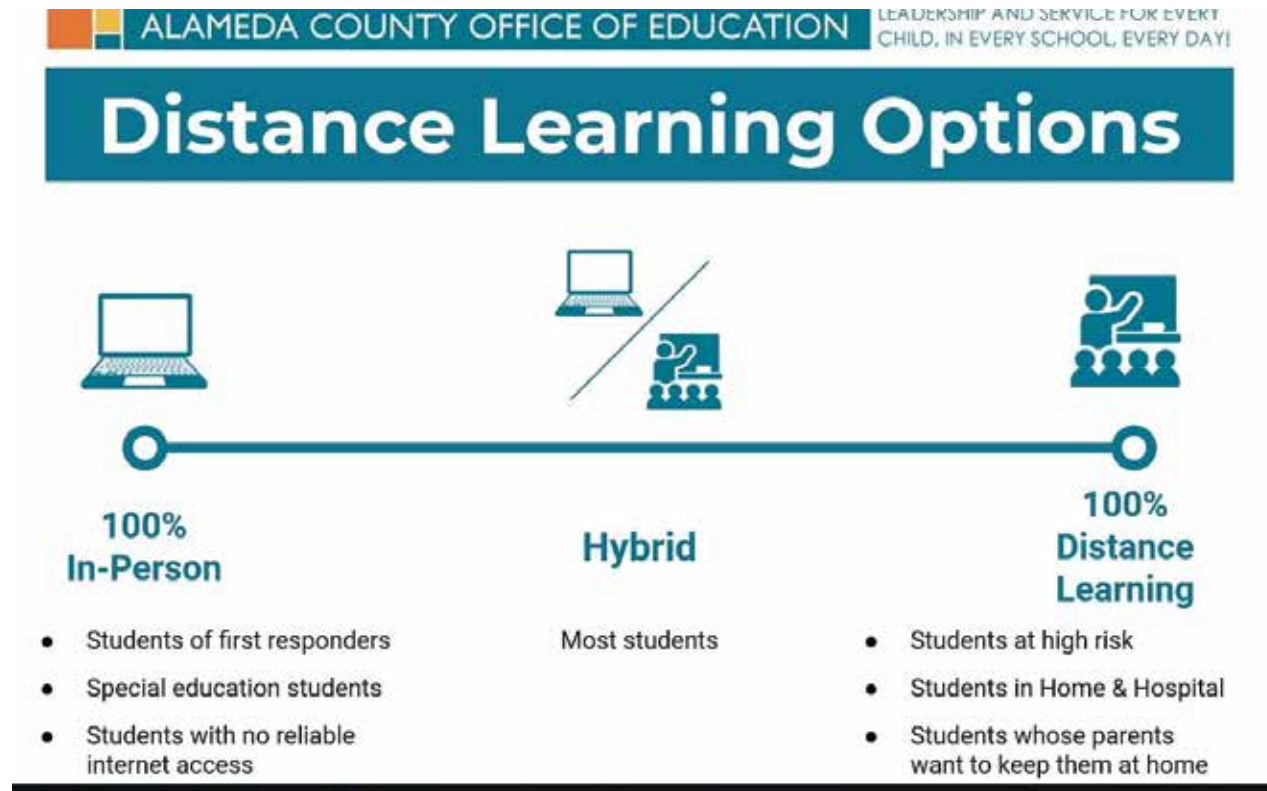
#### 6. Recommendations for Teachers and Paraprofessionals

Although 20.2% of educators consider themselves experts in online learning according to the authors of the book, *Instructor Competencies: Standards for Face-to-Face, Online, and Blended Settings*, for most educators, the almost-overnight transition from in-person instruction to remote teaching exclusively in the coronavirus-altered world has been an experiment where the results have vacillated anywhere between problematic and rocky.

In the rush to get remote learning up and running quickly, teachers were given emergency crash courses in (a) basic computer technology, (b) delivering structured learning remotely both with and without publisher-provided software, (c) using apps to track student attendance and to measure/monitor student participation, (d) navigating between windows and programs, (e) how to use ZOOM for teaching students, (f) how to reach parents regularly, (g) Cybersecurity and contemporary student data privacy laws, (h) assessing online progress, etc., all without the typical "piloting" period educators have grown accustomed to, which gave them an opportunity to test a procedure, program or product before attempting implementation. Teachers quickly became mindful of the assets of remote learning, but they also were suddenly better informed of the teaching and learning limitations of technology and remote instruction. Like dancing with a partner, human learning is characteristically at its best as a synchronized experience where active partners are working in concert with one another in a smooth, dynamic, complementary and sometimes impromptu manner.

Adapting to new approaches as circumstances demand will become a feature of the new educational reality. Schools must be able to pivot quickly to thoughtful and creative alternative strategies for instructional delivery that embrace equity as part of the criteria for measuring a school's success.

- Student engagement is frequently recognized as an indispensable element in school success. Becoming physically, cognitively and emotionally involved in processing the content at hand is one of the most effective means by which a curriculum can be learned.
  - ◆ Instead of daily worksheet packets, having students at home engaged in project-based learning will frequently result in (a) greater participation rates, (b) more on-task student-to-student interactions, (c) to ability to recognize more applications of the content, and (d) enhanced student learning and memory.





Prior to spring of 2020, teaching students remotely was not a typical course in which a prospective teacher might enroll while pursuing a California teaching credentialing. Until recently, most classroom practitioners polished their face-to-face teaching proficiency through in-class experiences in real time. Few colleges offered courses on the classroom complexities and intricacies of delivering online content to K-12 students learning from home. When students are seated directly in front of their teacher and become confused or begin to show signs of struggling to understand the lecture, experienced teachers notice the changes in a student's body language, facial expressions and behavior. Under those conditions, the teacher can respond immediately.

However, when teaching remotely, those student signals indicative of a difficulty understanding can go largely unnoticed, and the indications that some students are falling behind goes undetected by the teacher.

Pre-recorded video lessons are no substitute for in-person instruction, because students cannot raise their hands to pose clarifying questions during a taped lesson. From decades of research by educational psychologists, we have learned that one key to learning is its social component. Replacing an existing educational system that was already not always meeting the needs of some students with a watered-down virtual version of the same, will not advance education for those needing it most.

Learning relies on student engagement, and technology alone does not make content engaging. Eliminating the *ah-hah* moments, the shared learning experiences, and the normal *serve-and-receive* human interactions, which transpire during each dynamic phase of in-person learning, causes online learning to sometimes fall short of even scaled-back expectations. Consequently, it is not uncommon for attendance levels to hover around 30% for most high school remote learning classes.

In-person instruction cannot be satisfactorily replaced by technology on the assumption that technology devices are more effective learning tools. Technology should be used in *support* of face-to-face interactions among students and their teachers, not the reverse. Technology is an essential tool in the adult workplace, and it can be extremely helpful for instructional planning, along with providing a wealth of opportunities for (a) skills practice, (b) reinforcement, (c) remediation, (d) homework, (e) online quizzes, (f) concept-based

assessment, (g) research and information gathering, and (h) essay writing for students. However, a significant element in school planning must include softening our demand for extensive usages of technology for introducing new content, concepts or material to students for initial conceptual development. Ideally, that should be done through face-to-face interactions where student-to-teacher and student-to-student conversations about target content takes place.

Elementary-aged learners often find the foundational learning skills curve steep, and intimate teacher guidance is nearly always required particularly in learning how to read. For these students, the time commitment to learn how to navigate technology takes away from the precious time that could more effectively be reserved for direct reading instruction. Many of the popular learning apps and software were designed to buttress in-person instruction. Certain concepts should be limited to review and reinforcement instead of the introduction of new material.

The American Academy of Pediatrics has regularly warned us of the consequences of excessive screen time for young children. Whether at school or at home, young learners typically learn best through real-time, real-world, first-hand discovery experiences accompanied by excitement, emotions, and interactive feedback, which often is far beyond what technology delivers. When students are learning online, they should be given assignments using multiple modalities with an assortment of tech and non-tech resources from which to learn, apply concepts or to complete assignments.

In *Advancing Equity in an Era of Crisis*, Webinar Session #19, K. Wesson noted that there is another precaution concerning the dangers of sitting for extended periods of time.

- Physical inactivity can lead to obesity and overweight physical conditions in children and adolescents.
- These become contributing health factors for diabetes and eventually, cardiovascular disease.
- Among the other negative effects of disproportionate technology are negative mental health consequences. Internet Addiction Disorder (IAD) is now a recognized mental health disorder in the DMS-V (Diagnostic and Statistical Manual of Mental Health Disorders). IAD is characterized by the uncontrolled over-use of technology devices, resulting in depression, distraction, and social isolation.

**First Steps:**

What first steps should educators take when students return to in-person instruction in September?



1. Establish a person-to-person connection with each student recognizing that student-teacher relationships have an enormous impact on academic achievement. According to research from Osterman (2000), one of the best predictors of students' effort and engagement in school is the relationships that students have with their teachers.

In *Advancing Equity in an Era of Crisis*, Webinar Session #4, P. Noguera described three educational goals that should remain under focus during the pandemic. One of them is: relationships should be central in supporting a student's academic success.

*Teachers often remark, "I teach algebra" or "I teach science." From the neuroscientific perspective, educators do not teach subjects, they teach students with complex human brains. Those students come to our schools with a wide variety of academic backgrounds, personal histories, interests, goals, and learning needs, all of which collectively determine how well a student will grasp the concepts and skills required to demonstrate proficiency in any given subject area.*

In *Advancing Equity in an Era of Crisis*, Webinar Session #24, L. Bloomfield and K. Taylor highlighted the 10 ways to engage African-American students and families. Second is: *Know the name and story of your students and families.* It is difficult to teach students who you don't even know.

2. Assess the learning loss for the purpose of teaching, not tracking. The beginning of the 2020-21 school year promises to present the widest range of ability levels in a single classroom likely to be witnessed by classroom practitioners during their entire teaching careers. Following summer vacation, the traditional adjustment and review period that is necessary to ameliorate the effects of the *summer slide* must now accommodate the unfinished content from spring 2020 also.

3. No matter how bright the child or well-intentioned the teacher, at-home learning necessitates a technology-supported learning environment that the parent(s) makes available. Prior to assigning students to remote instruction, survey their parents

to determine which students may be at a distinct learning disadvantage due to a lack of any of the following technology support components in their residences:

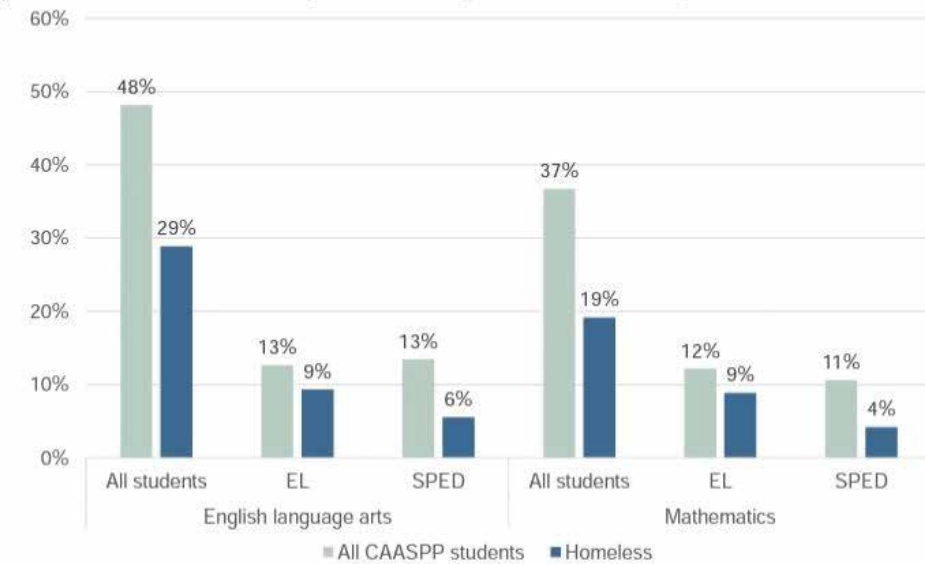
- High-speed Internet and WiFi access
- A functional technology device capable of displaying high-speed videos, animations and simulations and with high memory storage capacity
- Peripheral equipment (printers, speakers, earphones, etc., if needed or assigned)
- A designated place in the home for computer use, learning and homework assignments
- Adequate electrical power sources
- A parent or caregiver who can provide assistance to the child from logging-on to navigating the web for information to following directions. Older siblings will not suffice. They may need to attend their own classwork at-home. Requiring parents, who are returning home after working long hours to promptly put on their "teacher's hat" is unfair, unwise, and unlikely to be successful, especially for those parents who are asked to tackle middle school and advanced high school content

4. Considerations should be made regarding students experiencing permanent or temporary homelessness.

In *Advancing Equity in an Era of Crisis*, Webinar Session #11, D. Burns and A. Campoli reported that a disproportionate number of homeless students are English Learners and Latinx. The troubling overall statistics reflect increases in the number of homeless families and the factors contributing to homelessness which negatively influence student achievement.

## Homelessness and achievement

Proportion of students meeting or exceeding state standards, grades 3–8 and 11, 2015–16



Source: Data provided by the California Department of Education through a special request.

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Among them are

- chronic absenteeism
- a lack of regular access to technology devices
- the absence of consistent access to reliable connectivity sources

Homeless students are more prone to use public libraries to complete schoolwork than any other group. School surveys rarely reflect their technology needs putting them at a clear educational disadvantage. Their parents seldom have the Internet access required to participate in online parent questionnaires, which is another hidden aspect of the digital divide that seldom receives the attention of researchers or educational institutions.

5. While technology has played an increasing daily role in our lives and in education since the 1980s, we are still somewhat unclear as to *how much* technology is *too much*. Before students are assigned to extended periods of seat-time during remote learning, schools should examine the latest research on the following subjects and/or seek professional advice in these areas from cognitive scientists, who can inform educators on the following issues:

- Self-discipline, time management/meeting deadlines, and a student's age
- Self-regulation, persistence, resilience, and a student's age
- Working independently and student maturity/age



- The digital literacy requirements for K-8 students including

- remembering passwords
- keyboarding
- following audio-recorded instructions
- navigating software programs
- researching on the Internet
- participating in interactive Zoom conferences
- troubleshooting common hardware problems
- completing assessments

These are extremely high expectations for students who are often simultaneously learning how to read.

- **Screen-time vs. student age.** Over the past decade, researchers and pediatricians have cautioned parents and educators about the inverse correlation between excessive screen time and language development (*irrespective of the content quality that a child might happen to be watching or supposedly “learning” on a laptop, iPad, tablet or TV screen*). Worthy of consideration are the following:

- Identifying the “sweet spot” for **(a)** the mix of technology, **(b)** assignment length, **(c)** approximate “screen time” required for task completion, and **(d)** student age.
- Online behavioral protocols: computer civility, digital citizenship, and cyber-bullying (as perpetrator or victim)
- Plan to provide a district location for occasional on-site device repair/replacement and a designated time and

phone number for a “help desk” reserved exclusively for students and/or their parents.

- Districts should provide a website or resource with tutorials for parents on how to use the (hardware) devices issued to their child and “the basics” for navigating the content area online curriculum and other learning software programs assigned to their child for at-home learning.

6. The research on the impact that formative assessment has on learning suggests that regular feedback on a student’s progress and effort (the growth “mindset”) while learning, practicing, and applying a new concept or skill is essential to eventual mastery. In the classroom, feedback is a crucial feature in the learning cycle. It also lays a strong foundation for continued growth, which leads to meeting grade level standards. When students are learning remotely, an increase in a teacher’s regular feedback and communication will pay larger academic dividends.

7. Plan instruction using culturally-responsive teaching strategies. Some students of color show up for class, only to drop out cognitively because the content does not mirror anything from their culture or life experience in the slightest ways.

As adults, we find it difficult to listen attentively to information that does not pertain to us or that we find in opposition to our worldview. Students consciously and unconsciously make similar instantaneous assessments about the classroom content.

Students who seek connections between their lives and the content under study will be motivated to learn more.

In *Advancing Equity in an Era of Crisis*, Webinar Session #12, neuroscientist K. Wesson described the circuit-building process inside the brain that undergirds all learning.

- Neurons, the “network communicators” inside the brain connect with one another to build elaborate circuits which represent what individuals know and the skills they can demonstrate
- New information is merged with existing knowledge represented by complex brain circuitry. Contrary to the information sometimes presented in workshops, knowledge is not actually “acquired,” but instead is integrated into existing neural networks
- Neurologically speaking, learning is represented by making new connections inside the brain far more than “acquiring” information

Content should be carefully reviewed to make certain that students (not teachers) think it is relevant, important, interesting, useful, valuable and meaningful to their lives with real-world applications.

In “*Advancing Equity in an Era of Crisis*” webinar session #4, P. Noguera stated that “*Learning should be meaningful and relevant*” to the learner. Underachievement has been repeatedly linked to the “*under-engagement*” that occurs in the classroom when students see no tangible connection between the content to be learned and themselves.

All instruction should “*begin with the relevant end in mind*” by launching students into answering the following questions, several of which were presented in *Advancing Equity in an Era of Crisis*, Webinar Session #12 where K. Wesson described the Two-minute paper, a reflective summarization strategy for students:

Having students daily write responses to any combination of the questions below helps students discover their personal connections to the content and enhances metacognition.

- What do I know about this topic?
- What would I like to learn about this topic?
- What have I just learned about this topic?
- How is it connected to what I already know? What was familiar? What was brand new to me?
- What else is this connected to?
- What was most interesting in general? What was the most fascinating single fact or detail that I learned?
- How is what I learned distinctly different than anything I previously knew?
- Were any of my personal preconceptions or misconceptions overturned?
- What do I still want to/need to know in order to understand this concept or skill better?
- How can I connect it to my personal life?
- What makes it important to me personally or academically?
- How would I explain it to someone who is being introduced to it for the very first time?
- How will I use this information in the future in a new or different context?
- How might others (adults) use it in their lives, careers or professions?
- What final parting questions do I have about this concept? (Higher-order questions, philosophical questions, connecting questions, etc., rather than the typical superficial “who/what/when/where” questions).

Routinely presenting questions of this nature promotes student engagement, critical thinking, and links a student's life and cultural experiences to the relevant aspects of the content under study.

In *Advancing Equity in an Era of Crisis*, Webinar Session #4, P. Noguera pointed out that student learning should

- a. be active
- b. be collaborative
- c. develop higher-order thinking
- d. support mastery

A student who takes time to establish these linkages will see less of the school content as foreign to his/her personal life.

8. Arranging your classroom to meet the new health and safety requirements.

In *Advancing Equity in an Era of Crisis*, Webinar Session #27, D. Camp and M. Kedziora delineated coronavirus mitigation strategies including the following recommendations from the Alameda County Public Health Department and the Center for Disease Control:



- Stay at home when sick
- Observe social-distancing protocols (no more than 10-13 students per class)
- Wash hands frequently
- Wear a cloth facemask
- Disinfect all frequently-used surfaces often (e.g., doorknobs, drinking fountains, toys, etc.)
- Use personal protective equipment (ppe) when appropriate

Several other health and safety measures warrant the attention of educators including the following:

- Daily checks for fever with faculty, staff and students upon their arrival in the morning using temperature scanner
- Frequent sanitization of commonly used educational toys, supplies, books and hands-on instructional materials
- Strategically place hand-sanitizing stations around the classroom and throughout the school site
- Student desks should be placed 6 feet apart
- Disinfect high-touch areas on school buses and any other transportation vehicles
- School assemblies, after-school activities, and parent-teacher conferences should be minimized or eliminated
- Playgrounds and playground equipment require daily disinfecting or should not be used
- Staggered schedules can be planned for morning school arrivals and for cafeteria services, but communal lunches should be

barred. (Food should be restricted to in-classroom deliveries)

- Field trips should be eliminated. (Virtual field trips to science centers and museums are available online.)
- Good air circulation and ventilation should be available throughout the school and should be a school priority
- Accommodations should be made for faculty, staff or students with compromised immune systems or who have been diagnosed with any respiratory illness
- Schools should be prepared for brief (2-3 day) school closures if one or more members of the school community is discovered to be infected with the coronavirus

In *Advancing Equity in an Era of Crisis*, Webinar Session #7, K. Wesson referred to the long-term effects of living in areas impacted simultaneously by multiple health threats.

The "environmental cumulative deficit hypothesis" theorizes that the negative effects of underprivileged rearing conditions (*contaminated air, impure water, crowded and noisy homes with a greater number of safety hazards, poverty, parental divorce/discord, job loss, moving frequently, illness, deaths in the family, etc.*) increase the probability of exhibiting physical and mental health disorders the longer children remain living in those conditions.

Individually, each deficit can have deleterious effects on child development including brain volume and weight. Combined, these factors

can have permanent detrimental consequences because there are no "do-overs" when it comes to brain development. Today, the coronavirus can be added to the contemporary list of environmental deficits likely to be encountered in predominantly black and brown neighborhoods.

#### 7. Recommendations for Parents and Caregivers

*Worldwide, we all embrace almost identical hopes for our aging parents during their twilight years. Similarly, nearly all parents harbor dreams of long-term academic and personal success for their children. No one sets out deliberately on a mission to become a poor parent. Circumstances over which they have no control often determine that outcome.*

However, in *Advancing Equity in an Era of Crisis*, Webinar Session #9, A. Montgomery cited an EdTrust West survey which found that 84% of parents in low-income households were concerned about being able to provide financially for their families compared to 72% of parents from high-income households.

The spring of 2020 saw millions of CA parents and caregivers involuntarily drafted into the ranks of home-schoolers. They became the primary conduit for successfully educating their children via one remote learning format or another. This sudden shift in educational delivery placed a significant burden onto individuals who were often already overwhelmed with the responsibilities of parenting, working or looking for work, and maintaining some semblance of a personal life, all of which were compounded by providing the basic necessities for a family to survive. Consequently 1 in 4 parents were worried about substance abuse and domestic violence that might result from living with the COVID-19-related stressors. In their nation's response to coronavirus-era parenting, a state-run initiative in France gave parents nearly 85% of their monthly salary allowing them to devote the time necessary to care for their children and to support their educational progress from home.

Many educators were also saddled with the daunting task of juggling similar day-to-day obligations for their own children who were also learning from home, which many found overwhelming. It was difficult to teach their own children while simultaneously teaching 30 others.



In *Advancing Equity in an Era of Crisis*, Webinar Session #26, E. Arrillage and T. Alejandre reported the findings from an *EdTrust* poll in which 1 in 3 parents of preschoolers (and 42% of Latinx preschool parents) were reducing or skipping meals now, and 12% of them indicated that they were reducing and/or skipping meals for their child/children. This figure increased to 19% for non-English speaking preschool parents.

While California parents are anxious to return to work or to pursue new employment opportunities, the ever-present concerns for their children's safety have been escalated by the risks of their children being left alone at home to engage in remote learning or attending a school that may become (or already is) a coronavirus-tinged environment. Parents must be given health and safety assurances that will enable them to go back to work without the endless distraction of worrying over their child's safety during work hours.

Once students began remote learning in March 2020, their at-home support system (or a lack thereof) became a vital factor in determining their academic success. The availability of technology in the home and parents who knew how to use it clearly impacted their academic success.

Tech-savvy professional parents are less likely to be working outside of the home during the shelter-in-place orders. Those parents often enjoy the luxuries of working from a home office where high-speed Internet connectivity, an assortment of technology tools and toys, along with the capability to assist their children with online learning and follow-up assignments are commonplace.

While it is commonly believed that wealthier parents spend more time providing academic assistance

to their children, a May Consensus Bureau survey of American households with children found that parents earning over \$200,000 per year spent no more time (*approximately 13 hours per week*) than the poorest parents when it came to assisting their children with remote at-home learning. This is in spite of the fact that many parents of modest means are also essential workers spending long hours away from the home. Language barriers combined with the unfamiliarity with technology, and their own educational attainment render some low-income parents unable to assist meaningfully with their child's online schooling, but they make every effort to do so nonetheless.

The myth that low-income parents are any less committed to the academic success of their children is an injurious notion that should be put to rest, because these views often open the window to blaming poor children and their families for their plight, ignoring the role of larger and more consequential factors.

The above conditions afford wealthier students a decisive advantage that may tend to widen the achievement gap whenever remote learning is mandatory. If we are sincerely committed to equity for all students, schools must play a greater role in "*leveling the technology playing field*" so that no child is penalized or rewarded because of their family's financial circumstances.

#### **8. Conclusion**

The coronavirus pandemic is a major event among a cascade of harsh events impacting *all* Californians simultaneously. Every aspect of our lives has been interrupted, but none with more potential long-term consequences than K-16 education. Our collective resilience has generally been tested by these and

other crises before, but previous crises typically appeared one at a time.

Economists have reported that, if California was a sovereign nation, it would have the world's 7th largest GNP. The California and national economies continue to depend on our teachers to continue producing the best and the brightest students possible. They are also among the most culturally and economically diverse students in the nation. Most importantly, we are all counting on California's students to become the future leaders in technology, commerce, creativity, and political thought. Parents, classroom practitioners, school administrators, and every other citizen in our state will benefit from a guarantee of educational quality and equity for all. We cannot afford to do anything less.



## 9. Resources and References

Instructor Competencies: Standards for Face-to-Face, Online, and Blended Settings by James D. Klein, J. Michael Spector, Barbara L. Grabowski, Ileana de la Teja

### Resources for Educating Equitably During and After the Pandemic

- Parenting - NY Times 4/19/20
  - Stay Engaged During Coronavirus Quarantine
  - Supporting Online Learning During the Pandemic
  - A Q and A with a Homeschooling Expert from Ed Source - 4/16
  - Mental Health Wellness Tips for Quarantine
- All are available on Facebook - Pedro A. Noguera, Ph.D.

### Resources to Interrupt Unconscious Bias

- The Listening Leader: Creating the Conditions for Equitable School Transformation, Safir, Shane, Jossey-Bass, 2017.
- Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, Second Edition, Singleton, Glenn, Corwin, 2015.
- Project Implicit, studying implicit bias (<https://implicit.harvard.edu/implicit/index.jsp>)

Resources from the Webinars go to CAAASA.org (Digital copy)

### RESOURCES:

**00:40:40 | Michele Dean:** Dr. James Comer's work Raising Black Children

**16:47:52 | From dawn williams to All panelists:** Oakland has an African-American Male Achievement and AA Female Achievement office at the district level.

**00:39:41 | Afrika Afeni Mills:** No More Teaching Without Positive Relationships: <https://www.heinemann.com/products/e11813.aspx>

**18:57:30 | From Jacquie Beaubien:** Yes to all of these recommendations. This website has a ton of resources and research summaries on how to build equitable learning environments: <https://equitablelearning.org/>

### RESOURCES:

I'm also aware that if you have Rosetta Stone at your school, they are extending extra licenses for parents, teachers and students. Bit.ly/GSuiteAccessibility, is a good resource for students and parents. CDE held a special ed session today. Materials and recording will be at <https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>

Moreno Valley has their DLI resources on an open site. <https://sites.google.com/g.mvusd.net/mvusd-family-digital-resources/elementary-school/march-16-20-2020>

### RESOURCES:

**16:21:20 | From Molly Stitt:** [http://www.teachingworks.org/images/files/TeachingWorks\\_Paris.pdf](http://www.teachingworks.org/images/files/TeachingWorks_Paris.pdf)

**16:24:02 | From Denise Daguimol:** Resource book I have used - Equity Partnership A Culturally Proficient Guide to Family, School and Community Engagement

**16:29:03 | From Molly Stitt:** The Illusion of Inclusion: A Critical Race Theory Textual Analysis of Race and Standards [https://padlet.com/mollyms/learning\\_environments\\_guidance](https://padlet.com/mollyms/learning_environments_guidance)

**16:31:31 | From Molly Stitt:** <https://pdfs.semanticscholar.org/a4ab/b5c3856bb0c1ee1b14675667655f596ed5c9.pdf>

**16:37:48 | From Molly Stitt:** Universal Design for Learning is a great way for all students to reach all students effectively., Mrs. Smith <http://udlguidelines.cast.org>

**16:38:04 | From Jerry L.Green, The Black Student Advocate to All panelists:** We just animated! #TheBlackStudentAdvocate

**16:38:57 | From Cherilynne Hollowell to All panelists:** Here is a link to listen to some students' perspectives on race and education: <https://anchor.fm/joel-salinas2>

**16:42:02 | From Molly Stitt:** Thank you, Andrea, for the book resource. I will add it to my Padlet. <https://www.amazon.com/White-Folks-Teach-Hood-Rest/dp/0807028029>

**16:58:02 | From Lidia Renteria to All panelists:** Here is a resource which can help in promoting engagement for underrepresented families: <https://www.cde.ca.gov/fg/aa/lc/documents/priority3tool.pdf>. It is the self-reflection tool for Priority 3 (family engagement) that LEAs use in California when reporting in the Dashboard.

### RESOURCES:

**01:11:00 | Dion Burns:** CDE: Resources for homeless children and youths: <https://www.cde.ca.gov/sp/hs/cy/index.asp>

**01:11:14 | Dion Burns:** Sacramento County Office of Education Homeless services (Project TEACH): [https://scoe.net/divisions/ed\\_services/project\\_teach/](https://scoe.net/divisions/ed_services/project_teach/)

**01:11:33 | Dion Burns:** Folsom-Cordova Unified Homeless Education Services <https://www.fcusd.org/Page/2189>

**01:11:43 | Dion Burns:** California Coalition for Youth <https://calyouth.org/>

**01:12:04 | Dion Burns:** Learning Policy Institute: [learningpolicyinstitute.org/reports](https://learningpolicyinstitute.org/reports)

### RESOURCES:

**00:35:31 | Faneeza Mohamed:** It is not ideal, but as someone else mentioned you can use Khan Academy while you are waiting on access to your textbook. If you let me know your child's grade level, I can recommend some topics to focus on.

**16:14:18 | From Carolyn tillman to All panelists:** Cooperative Economic Empowerment Movement (CEEM) [www.ceem.coop](http://www.ceem.coop) An economic cooperative committed to helping African-Americans create wealth through uniting our efforts and investing in Black-owned ventures.

**00:45:13 | Faneeza Mohamed:** The counselor at my school shared this resource - it is free online tutoring via the LA Library. <https://www.lapl.org/onlinetutor>

**00:37:08 | Laurel Green:** This is a Great Resource for Teachers and Parents: <https://www.oercommons.org/about>

**16:33:17 | From Dr Kemp to All panelists:** <https://www.verywellfamily.com/kids-and-technology-when-to-limit-it-and-how-621145>

### RESOURCES:

**01:05:04 | Molly Stitt:** CDE guidance on engaging learning environments created before Covid, but we also added a section on distance learning and Covid support for parents and educators: [https://padlet.com/mollyms/learning\\_environments\\_guidance](https://padlet.com/mollyms/learning_environments_guidance)

## 10. Additional Notes: Wisdom from the Webinar Chat Rooms

The 29 professional development webinars put on by CAAASA/UCLA and CCEE gave the chatroom participants an opportunity for robust interactions. These interactions resulted in amazing insights into the impact the COVID 19 crisis on the education profession (particularly in communities of color). Below is a sample of their concerns and solutions.

### CONCERNS:

**13:38:56 | From Miriam Blum:** Not just unconscious bias, also unmotivated teachers who just show up.

**16:33:16 | From Angela Young to All panelists:** There are teachers who don't connect with any students regardless of race, unfortunately



**16:38:19 | From Cherilynne Hollowell to All panelists:** Microaggressions (and macro-) also need to be addressed. YES, race is essential to the discussion. REQUIRED.

**16:16:57 | From Stan Harris:** The principal at my son's school stated, "But there only 4%" in reference to my brining concerns about AA students. She got a professional earful.

**SOLUTIONS:**

**16:28:48 | From Nicole Carmichael to All panelists:** There needs to be more training on cultural differences. I am supporting students all of the time but still battling with staff who send students to the office for not wanting to take off their hats, hoods, etc. When I looked further into it, it was either the student who had his cornrows taken out but not redone so was embarrassed, or the female student who wore a wig but was embarrassed when someone pointed out the lining was showing, or hair was not combed and were embarrassed!

**16:25:20 | From Andrea S. to All panelists:** Read- For White Folks that Teach in the Hood...and the Rest of Ya'll Too! IT is THE BEST!

**16:39:30 | From Connie Cervera to All panelists:** Being uncomfortable is just fine. It's a start to starting those uncomfortable conversations that we like to ignore. Just like we ignore the needs of too many of our students.

**16:43:57 | From Graciela Molina:** We had a group of our teachers in our district read White Fragility, and it was very eye-opening for a lot of our White colleagues.

**16:34:22 | From Diana Levy:** Mandatory training on Critical Race Theory and Implicit Bias for all

**19:11:00 | From Anne Barron (she/they):** We were looking at restorative practices...one school district here has a kid-led Zoom-room, which the teacher engages with kids on their emotional needs, and their Qs about what is happening, why, etc

**18:55:38 | From kimberlycarothers to All panelists:** We also need to make sure we have the appropriate individuals in place who have the mindset and embrace this thinking and really make efforts to actually reach these students.

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**Poverty**

**CONCERNS:**

**13:41:03 | From Celeste Gutierrez to All panelists:** Poverty is a form of systemic violence.

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**Internet Access**

**CONCERNS:**

My biggest concern is students without internet cannot access the free internet offered for 60 days from different companies. Parents don't have credit cards or are undocumented and are hesitant to fill out forms. Many have lost their jobs.

**16:14:04 | From Nicole Carmichael to All panelists:** A lot of students I reach out to check on, they are home by themselves without support and resources to access academics and other things they need during this time.

**SOLUTIONS:**

In response to the needs within the system of support, we are collaborating with SELPA leads to provide webinars for SELPA directors and Special Education leaders on how to provide support to students with disabilities during the COVID-19 school closures.

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**Trauma and SEL (Social Emotional Learning)**

**CONCERNS:**

**01:05:33 | Carolyn Walker Hopp:** Dr.Carolyn Walker Hopp - Children were already experiencing trauma BEFORE COVID-19. When they return to school, teachers must be aware of the increased effects of trauma on Black and Brown children. The behavior they might manifest is NOT just about them "being bad" - as teachers sometimes think. Trauma

impacts every aspect of their school - and life - experiences.

**SOLUTIONS:**

**16:36:02 | From Faneeza Mohamed to All panelists:** We need to model this as a staff. If the staff must exercise social emotional practices amongst us; We must also share our cultural practices with each other as a staff as well. If we are not practicing these things, then it is difficult to take them to the classroom.

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**Language Barrier**

**CONCERNS:**

**16:18:48 | From Beatriz Fernandez to All panelists:** That is right. It is really hard for Spanish-speaking parents to help their children with their homework. Sometimes some of the parents did not complete higher education

**00:37:09 | Arminah zarif:** Lalio.com is a great free online program for phonics instruction.

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**Teacher Support**

**CONSIDERATIONS:**

**01:07:03 | Desiree Ratcliffe:** It is the teacher's role to be a major part of developing the mind of children...so knowing HOW it develops and the needs the brain has to accomplish this developmental is critical for educators.

**01:08:54 | Eddie:** I will be more cognizant of a student's ability to use prior knowledge to new information

**01:11:31 | Tristen:** The most valuable idea came around how the brain seeks safety first. Really critical when building a class culture at school or online.

**01:13:27 | Mrs. Smith:** As an ECE Teacher, it is vitally important to work with the parents to engage their home environment in helping their children development

**16:26:18 | From Lisa Roldan to All panelists:** perhaps teachers can share their successes to reach their students of color. That is the model.

**16:34:10 | From Connie Cervera to All panelists:** Let's all remember that the best resource a child can have is a well-prepared teacher who is knowledgeable of what culturally-relevant is, that it is required to provide a safe learning and teaching environment.

**00:19:07 | Molly Stitt:** Collaborative learning includes celebrating the assets of all members cultures, languages, and learning styles.

**00:23:01 | Molly Stitt:** Culturally-Responsive Pedagogy: A student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.

**16:46:09 | From Mr Martinez:** No matter how many emails, text messages, and phone calls go out, the most effective way to reach families has been face-to-face communication.

**16:46:19 | From dratcliffe to All panelists:** try using Zoom even during the schoolyear to get parents to join meetings?

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**Special Needs Student Support**

**CONCERNS:**

13:20:52 From KEstrada: Equity means catering to the specific needs of individuals to help them reach the same level of success. i.e., a typical student vs. a special education student.

**13:17:08 | From SOLETTE BATES:** Special Education comes to mind. when I think about equity. Setting up specialized educational plans for students in need.

**13:15:41 | From Patricia G Sandoval to All panelists:** Access to the internet or WIFI; special education; lack of systematic interventions and supports.

**13:30:46 | From Kimberley Spire-Oh:** 1. Having low expectations for students with disabilities generally, forcing students with disabilities to use one-size-fits-all curriculum and programs during COVID-19. 2.

#### SOLUTIONS:

**00:49:56 | Stephanie Jemilo:** At IEP meetings, starting with student strengths and what a student is doing well in class - it is a simple strategy but really helps set the meeting off on a good note.

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#### Student Support

#### CONCERNS:

**13:15:39 | From Jen Bloom to All panelists:** to high-quality well-developed, culturally-competent teachers

**13:27:11 | From Gerald Luke to All panelists:** My daughter, in our high school district, is not receiving much instruction with learning online. Students are expected to understand by themselves.

#### SOLUTIONS:

**13:30:41 | From Marie Martin to All panelists:** I do 1-1 virtual tutoring sessions with my kiddos. My family and I have been using virtual tutors for various language learning for us and our 5-yr old daughter. Since I teach Kindergarten, I started doing 20-min virtual tutoring sessions with my class. Parents sign up for the times of their choosing...I also have evening times...making it flexible for families.

**13:35:36 | From barbara everett to All panelists:** To help with equity learning from home we are giving "no deadlines" so kids can work at their own pace.

**13:54:33 | From Faneeza Mohamed:** I am hoping to work with teachers on the number of assignments they are giving to students and to focus more on the quality of the assignment vs the quantity.

**13:54:37 | From KEstrada:** As an Instructional Assistant I have been reaching out to my students via e-mail individually just to let them know I am still here, if they need someone to talk to and, of course, offering help if needed

**13:28:02 | From Celeste Gutierrez to All panelists:** Having a connection with students prior to the pandemic has helped. Be open to suggestions from students.

**00:50:42 | Jacquie Beaubien:** YES! Students need to become leaders of their own learning - more purpose and relevance embedded in learning. More PBL.

**00:57:18 | Dayna McMullan:** Hello: Student year-end evaluations would help with constructive feedback for the teachers.

**00:57:43 | Lou Fletcher:** The idea of giving students a voice is the core of restorative practices, fantastic concept!

**01:00:07 | Vince Lynn:** To get more output, let the student have more input.

**16:46:50 | From Dr. Broussard:** Field trips where adult students can bring their children and/or other family members

**18:45:03 | From kimberlycarothers to All panelists:** The one-size-fits-all does not reflect equitable and culturally-responsive learning opportunities for all students to learn. All students have unique needs and no two children are alike.

**18:48:31 | From kimberlycarothers to All panelists:** Investing in the community school model is more important than ever. Community schools create education programs that educate the whole child and engage family, school, and community members to provide the right comprehensive support, meeting the needs of students and families.

**00:56:53 | Molly Stitt:** Let the students create their own final project, using UDL to demonstrate their knowledge.

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#### Parent Support

#### CONCERNS:

**16:16:57 | From Connie Cervera to All panelists:** Yes, our parents do need our understanding and support. But we have students who have told us that they cannot consider returning to school because they must work. I've heard some teachers say that those students who are working have a choice!

**16:51:23 | From Diana Levy to All panelists:** I believe it countered the narrative that Black families had limited access to technology. Also, interesting Black fathers commented they felt more engaged.

#### SOLUTIONS:

**16:33:35 | From Margaret Hicks to All panelists:** What about meeting the student/families where they are, literally since curbside is open for many counties using school buses with techs that can help students and families with technology issues. As a teacher I feel students need to have more time to use technology as learning tools before we focus on instruction.

**00:36:26 | Sharnell Blevins:** My organization is doing the same, training parents on the technology, in Los Angeles - Speak Up

**00:53:33 | Ed Tec:** Love the idea of frequent check-ins with parents and other ways of getting parent input in order to and before making changes to the distance-learning program.

**01:07:24 | Andrea Chavez:** My priority is to give parents mental health exercises and resources for them and their children during this pandemic

**16:09:48 | From Andrea S. to All panelists:** Food care-packages, home visits with physical distancing, reaching out to families more than ever.

**16:18:42 | From Alejandra Sanchez de Tagle to All panelists:** There is no "whole child" without "the whole family" Families should be an integral part of the school community.

**01:09:03 | Renee Hill:** New strategy...get AHEAD of the issue. Let your school and district administrators know how you want school Reopening to go.

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#### Lost Learning

#### CONCERNS:

**13:30:00 | From Reynaldo Macias to All panelists:** There is an assumption among many of my colleagues that students are simply away from the classroom, not surviving this pandemic. The amount of busy work that is being assigned is overwhelming, and the false notion of accountability is being used as a rationale.

**13:33:24 | From barbara everett to All panelists:** This year we will need to reteach a lot due to distance learning

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#### School Reopening

**16:59:49 | From Mr. Martinez:** They, the politicians, always say they prioritize education, but now we need to ask them how are you doing this and how do plan to continue to prioritize our new educational and technological needs?

**16:56:02 | From C. Brinson to All panelists:** school board members need to be more engaged and held accountable!



**16:58:24 | From Mary Spruce:** It was time to rethink and restructure the way we were teaching especially in secondary education, because it was not working. It is going to take blended and collaborative learning structures in order to reach our kids. What that looks like, we are all trying to figure out. I have been researching school set ups round the country. It is going to take learning communities and tracks possibly 6-year programs for high school where student in the last 2 years leave with AA degrees.

**17:00:02 | From Traci Carr:** @MarySpruce - I concur. Flipped classroom, hybrid, online learning, distance education, teaching teachers to how to teach/facilitate online learning. Course syllables, and the applications that can be integrated with. So much more.

**17:00:50 | From Traci Carr:** Also, adding PBS Instructional Television - classes that are directed to Distance Learning. Also, working with local colleges to ensure dual enrollment is a possibility.

**19:24:52 | From Ang Rush to All panelists:** Parent Education must be a priority for reopening our schools

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#### UNINTENTIONAL LEARNINGS:

**00:33:29 | Molly Stitt:** As a white teacher, I was not that passive with my students and give clear procedures and directions, but this is just an example of one nuance of cultural differences that may occur.

**00:47:12 | Stephanie Jemilo:** Yes, but I believe all these conversations about code-switching and understanding different cultures have to include the underlying power differentials and structural and cultural racism in this country that elevates Whiteness.

**00:37:50 | Stephanie Jemilo:** I believe often we as educators are taught subconsciously to fear our students - to fear misbehavior, to fear them challenging our authority, to fear that they could get out of control and take over the classroom.

**00:43:03 | Stan Harris:** It's not assimilating when you know how to communicate to get what you want. It's more of an acculturation.

**00:44:24 | Molly Stitt:** Hopefully, rather than pushing assimilation, it is just helping students learn the differences in communication and cultural styles, while still affirming student identity.

**00:38:12 | Hector Lerma:** These conversations are hard to talk about and require a lot of community-building at school. It may require you to go against what your leadership says or wants, and that's hard. Always be transparent; that this is for the children and challenge the system. Especially if you are a Black Educator or an educator of color.

**00:46:03 | Molly Stitt:** A study of racially, culturally, and linguistically diverse fourth-grade students found that promoting multiple languages in the classroom helped students develop empathy for others and for themselves, and assisted students in exploring their multiethnic and multilingual identities and communities, instead of hiding them (Brownell, 2017).

**16:28:07 | From Reynaldo Macias:** We also must be able to name the aspects of white culture, which are normative in order to identify what culturally competent teaching looks like and how it is different from the way we do things. That is dismantling and rebuilding at the same time.

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#### Memorable Quotes

**00:38:12 | Afrika Afeni Mills:** Also the quote, "The child who is not embraced by the village will burn it down to feel its warmth."

**01:01:46 | Stan Harris:** One should not confuse the ability to use a smartphone with productivity.

**16:10:58 | From Gilberto A. Cooper to All panelists:** I have seen parents in a time of plague STILL demand accountability for better academic outcomes.

**00:52:37 | Graciela Molina:** We cannot control our students' homes, but we can take charge and control the space we provide for our students.

**16:36:49 | From Andrey M to All panelists:** The status quo will only continue, if we don't tackle this issue!!!!

**18:55:50 | From Jennifer Quinones to All panelists:** I think we also have to look at what we mean by higher standards. Some folks think that means more busy work.

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**11. Ask the Experts** - a continuous dialogue Over the course of eight weeks, the sponsoring organizations conducted over 29 webinars addressing the needs of students of color during the current pandemic. Numerous questions surfaced to which we provided answers. Other questions were either answered or left as questions for which answers must still be sought, but nonetheless sparked deep and rich discussions concerning the immediate future of millions of California students. Most stakeholders realize that closing the most critical questions is the most important step in arriving at the most valuable answers. Below is a categorized and representative sampling of questions and answers posed by participants.

**Monday April 20th Equitable Learning Under Quarantine:** A Webinar for educators and parents on how to support children while learning at home (Dr. Pedro Noguera)

#### QUESTIONS:

**13:47:35 | From zabbott:** *Hello, and thank you! How many hours per day is recommended for High School students participating in Distance Learning?*

No more than four hours per day with breaks every 45 minutes.

#### A Guide to Equity in Remote Learning

**13:47:59 | From tonyubalde:** *If a student is aware that his/her support at home is weak, how can they be encouraged to learn how to reach out, especially those who are ELL?*

If you can, have a member of the staff who speaks their language reach out to them to let them know how to receive help when they need it.

**13:46:46 | From Lee Ann Holland:** *Do you have any resource recommendations for parents of students with disabilities on motivation and engagement, particularly for students with cognitive or attention issues?*

Here are a few resources you may find helpful: <https://offspring.lifehacker.com/how-to-homeschool-kids-with-special-needs-during-the-pa-1842593939>

<https://offspring.lifehacker.com/how-to-homeschool-kids-with-special-needs-during-the-pa-1842593939>.

**13:50:07 | From Imee Almazan:** *What additional support can we give to Foster and Homeless Youth?*

We must engage the adults responsible for these youth to make sure they are receiving support. We must track what's happening and notify the authorities, if we see signs of trouble.

**Tuesday - April 21st Introduction to Equity:** Making a Difference for Every Child Through Strong, Positive Relationships (Lybroan James)

#### QUESTIONS:

**13:15:46 | From Jason Arenas:** *I am curious to hear about how power dynamics and white supremacist systems and structures intersect with Equity. Our current situation with COVID-19 and school closures have made taking a Racial Equity approach dyer more than ever.*

Hello Mr. Arenas, You have asked the million-dollar question. The intersection of equity and inequity is white supremacy and its support systems. The challenge in gaining equity is that it requires those who have an unfair abundance to relinquish some of the power and resources they have taken in order to

provide equitable educational opportunities for all Americans.

There are areas in which teachers and school leaders can make significant changes towards equity. For one, schools must recognize the culture of power that exists within the district, schools and classrooms and address it openly. There is a dominant culture that is pervasive, and those who are not a part of the culture of power need to be informed of the rules associated with it, as well as learn how to navigate it. Educator, Lisa Delpit, wrote an article called The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. This is an excellent article that outlines the power and culture dynamics found in many public schools and the ways in which teachers, parents and students must operate in these environments to succeed.

While COVID-19 has exposed inequities on a larger, and more digital scale, it also is setting the groundwork for great change and educational opportunities for students and teachers of color to connect via online learning.

**13:52:58 | From guadalupe.reyes to All panelists: Parents/guardians are concerned about student learning, falling behind, etc. How do they help their student in this distance learning model?**

This is an excellent question and one that all teachers around the country are grappling with. I think there has to be a concerted effort for teachers to communicate with parents on the KEY SKILLS that students need by year's end (considering the time spent in quarantine). Teachers should communicate to parents the content skills students should have (or reinforce at home) and the studentship skills that parents can support in students developing at home (i.e. organization skills, persistence, problem-solving using technology and peers, effective communication, etc.) I believe we have to focus on fewer academic skills and work on student's social emotional well-being and resilience as it appears, we will have to shelter-in-place again in the winter.

I don't feel like students are falling behind since we are all in the same boat. However, I am concerned

about all students having access to adequate technology tools to allow for effective learning at home. It will be up to school leaders and teachers to create equitable learning situations and to adjust how they interrupt test scores and student performance as not to further demoralize students of color and those living in underserved communities.

**Wednesday - April 22nd Social Emotional Health and Learning for Shelter-in-Place:** Best Policies and Resources (Kenneth Wesson)

QUESTIONS:

**13:17:15 | From sameetamehenriromain: Where do you draw the line between Social Emotional Learning and Emotional Intelligence?**

That is an excellent question, since the two concepts are often used interchangeably. There are some important distinctions, as well as areas in which the two overlap. Emotional intelligence focuses primarily on those aspects of an individual and his/her mental health. Emotional intelligence would include such behavioral assets as (a) the ability to constructively manage one's emotions, (b) the ability to communicate one's own feelings/emotions, (c) the emotional ability to control impulses, (d) self-motivation, (e) self-confidence, (f) perseverance, and (g) the ability to stay on-task without succumbing to distractions.

However, social-emotional learning places many of these individual "emotional intelligences" into everyday social contexts. These would include (a) interacting with others in healthy and socially appropriate ways, (b) developing and maintaining healthy relationships, (c) the ability to objectively take the perspective of others, (d) working cooperatively, (e) resolving conflicts with others in a healthy manner, and (f) demonstrating empathy for others. All of these require emotional intelligence, but they are applied in an interactive social context.

**13:42:49 | From Benjamin Alamillo to All panelists: Can you provide more information on the S.A.I.I concept please?**

Emotions interact with and influence attention,

memory, and reasoning, each of which is an important contributing factor in the process of successful learning. There is a growing body of neurological evidence supporting the notion that if students do not feel safe, secure and comfortable in a learning environment, their ability to learn is severely compromised, regardless of the quality of instruction or the level of instructional expertise demonstrated by the classroom practitioner. All students need to experience the following for learning to be successful.

Safety

Acceptance

Inclusion, involvement, and interactions

Once the above events have been experienced, then students are ready to Learn

Recent research from cognitive science confirms what educators have done for decades which is that students who don't feel safe, accepted or included have difficulty learning. Students who have chronic safety concerns also tend to underperform academically (Pratt, Tallis, & Eysenck, 1997).

**Thursday - April 23rd How to assist students' access to technology while they're in shelter and place -Technology:** devices and internet access (resources and approaches) - Dr. Barbara Nemko, Superintendent, Napa County Office of Education

QUESTIONS:

**00:36:25 | Andrea Chavez: Can school buses be equipped with WIFI and put around the community?**

Yes, you can put hot spots on buses and park them around the community. Dr. Darryl Adams famously did that years ago in Coachella. But, there has to be infrastructure for the hot spots to connect to, and in rural areas this is frequently lacking.

**01:04:54 | Alondra Garay: Whose responsibility is it to teach students about digital citizenship?**

I think it is everybody's responsibility to teach students about digital citizenship. Parents certainly

need to teach students about the long-term implications of what they put on social media, and teachers do as well. Students need to learn the basics in school, such as not yelling by putting things in capital letters, and parents and teachers must teach students about the dangers of sending naked pictures of themselves, no matter how sure they are that the pictures will remain private. Employers can remind students that what they write on social media will be looked at by college admissions officers and potential employers. It is a big job, and one that needs all of us. Schools can use some of the great apps that will help educate students, like Common Sense Media.

**From Lybroan James: Do you see online learning be a permanent component of K-12 education even after the pandemic? How can this benefit students of color and those who are disenfranchised?**

Yes, I think there will be a lasting effect of using technology in schools once the pandemic ends. Technology is a very powerful tool and is especially beneficial to students who have traditionally been less engaged in the school process. With technology a teacher can individualize everything about a lesson: its reading level, its language, even the topic can be selected for a student's personal interest, and still teach the standards that need to be taught. Videos and animations add a high level of engagement to the topic, and so much can be made interactive, with the student getting immediate feedback. No more waiting for the teacher to grade and return your quiz. You can find out immediately what you got wrong and have a chance to make the corrections to your learning and the quiz. Positive reinforcement also makes learning more fun, with animations of fireworks and balloons when a student gets something right, and a quiet try again if the student is incorrect.

**Tuesday - April 28th - Understanding Unconscious Bias:** combating societal conditioning (Lybroan James and Anne Watkins)



## QUESTIONS:

**00:56:35 | Melissa Oliver:** *Are there any research-based curricula for elementary-aged students that focus on race and equity that you can share?*

I have not heard of or been able to find any curriculum materials that focus on race and equity. I did find some graduate programs that focus on these areas, namely the University of Wisconsin-Madison program for Multicultural Education, Teacher Education and Early Childhood Education. Their program focuses on issues of race and equity in training teachers and developing curricular materials that address these issues. I strongly suggest reading the research and publications by Dr. Gloria Ladson-Billings on Culturally Relevant Pedagogy.

You can have elementary teachers add race and equity components to supplement their current curricula. One resource you can research is <https://www.racialequitytools.org/module/overview/racial-equity-learning-modules>. They provide learning modules that focus on race and equity.

**00:56:39 | Beverley Jenkins:** *Do you have a link to the courageous conversations about race protocol referenced?*

I strongly recommend the book, *Courageous Conversations Race* by Glenn Singleton. You can also contact him and get resources through his website: <https://courageousconversation.com/>

**01:05:01 | Samanta Lee:** *From Gwendolyn Landry, do you really think that bias will change? Let's get real!!*

I will keep it real. No, I do not think bias will change. However, what can change is the POWER behind the bias, and how it is used to inflict inequality on people of color. Through education and partnerships with allies, we can shift the use and abuse of power so that people's biases do not affect the life outcomes of students and faculty.

**Wednesday - April 29th Child Development and Curriculum:** Strategies for Building Self-esteem and Self-motivation (Kenneth Wesson)

## QUESTIONS:

**01:08:23 | Kate Jessup:** *Any suggestions for young learners who are struggling with "Zoom" classes these days?*

Fortunately, Zoom (one of several video-conferencing software programs) is available to schools to support remote instruction, because most students are required to learn remotely while "sheltering in place" at home. Once Zoom software became extremely popular with educators, they began to notice its shortcomings. For primary-grade students, maintaining their attention while looking exclusively at a computer screen to learn can be quite challenging. Learning occurs best in an interactive person-to-person social context. Many young children find the absence of close physical contact with other people decreases interest and thereby, engagement.

Although teenagers appear to be very comfortable with technology (cell phones, streaming video, etc.), and comfortable with social media, learning via Zoom is not the same as learning in a classroom next to their friends. The teen years are often the period during which the greatest amount of social development takes place. For that development to occur, there need to be social opportunities providing a context.

Pediatricians and educational psychologists have also noticed that "Zoom fatigue" becomes an important factor when students are required to sit for extended periods of time, sometimes as long as from 8:30 AM until 3:00 PM. Unless the learning is truly interactive, Educators must be mindful of the attentional capacity for children. By adding "2" to the age of any child, you have a ballpark figure of how long their attention span will be. For example: An 8-year-old will be able to pay attention for ten consecutive minutes, and probably not much longer unless he/she has truly been engaged through active interpersonal involvement. (The maximum

Attention span is approximately 22 minutes, which is achieved with college students and adult).

Ideally, Zoom can be used to introduce a concept, then give students "downtime" offline to practice, apply or reinforce that concept in some way, then return to the Zoom within a specified number of minutes (4-6). Then alert students that you are all back together and will now share what you each did, learned, applied or experienced. This discourse and dialogue promote the best student learning. What is most important is having an opportunity for students to demonstrate and or apply the target concept or knowledge followed by a collective formative assessment opportunity using Zoom.

Tuesday - May 5th Family Support: What to do for at-risk students and families in acute needs (Mr. Tracy Thompson, Executive Director, SDCOE)

## QUESTIONS:

**01:10:13 | Gwen Landry:** *How do you support the students with special needs?*

Special Education support and staff expectations JCCS Special Education (SPED) leadership meets daily, participate in all probation, distance learning planning, and curriculum and instruction meetings. Case managers work with our Student and Family Engagement (SAFE) team to reach out to students/families to verify information and identify supports. All SPED Staff will participate in trainings, facilitate IEP meetings, document correspondences and timelines with families, collaborate with general education staff and meet with the SELPA. The process for implementation of the IEPs will include the following:

Goals and instruction written in terms that parents and caregivers can understand

Teachers will

- Prepare tasks, worksheets and materials to support grade level curriculum
- Determine and develop communication plans and systems for in home use

- Collaborate with parents to develop a structured time for lessons and routines

Resources and activities will be developed, documented and sent home to be used by family members to support student learning, behavior and mental health needs

Occupational Therapists can provide materials such as:

- cutting tasks
- sequencing cards or strings
- tracing task
- handwriting curriculum or art/craft

Establish a system for addressing behavior concerns in the home environment

Support parents, assist with program modifications, troubleshoot, provide guidance

Please note the aforementioned tasks are facilitated via Zoom, teleconferencing, and in-person (when possible) with staff practicing social-distancing with the appropriate personal protective equipment.

**Monday May 4th From Engaging to Co-Education:** Supporting Parents in Co-Educating Students (Alicia Montgomery, Center for Powerful Schools)

## QUESTIONS:

**00:49:44 | Tracy Deets:** This is the website for apple to guide you through placing parental controls on I pads.

<https://support.apple.com/en-us/HT201304>

**Monday May 11th - Supporting African-American student needs during COVID-19** (Dr. Tyrone Howard)

## QUESTIONS:

**00:54:55 | Mariane Doyle:** *How can we work with higher education to revise their requirements? PBL is challenging for teachers to think about when they are looking at meeting expectations for higher ed entrance.*

Engaging higher education in the process of supporting Black students is essential. Higher education serves a number of critical roles in preparing the next generation of students, teachers and future leaders. To that end, schools, districts, and educational advocacy groups must engage higher education around the knowledge, skills, and disposition that they believe are required for teaching diverse populations. I think that districts can put much needed pressure on higher education to loosen, alter, or significantly change requirements for access to general admission, teacher education and credential programs. Moreover, I think sharing research which demonstrates that effective teaching is not necessarily correlated with Grade Point Average, standardized test scores, and some of the other means that are used in higher education. I think ongoing meetings with higher education faculty, deans, department chairs, and vice chancellors would be an important step in engaging higher education as well. Finally, providing data which demonstrates how Black students are systematically hurt (and frequently excluded) by existing requirements would be critical in changing current requirements. Offering to work with institutions of higher education in partnership type arrangements to identify equitable and transparent requirements would be an important first step in the right direction.

**Tuesday - May 12th Keeping Your Students on**

**Track and Motivated to Win:** Virtual College Tours, AP/SAT Prep, Online Career Training (Dr. Theresa Price, Black College Expo)

**QUESTIONS:**

**00:44:54 | Jasmin Johnson:** *What type of tests and surveys do you recommend for 8/9th graders to determine their passions?*

Please visit our website <https://www.thecollegeexpo.org/students/internships-careers>. It features a whole lot on college and careers.

You will also see 4 career quizzes and ways to access what students are passionate about. My Next Move,

College Board, Princeton Review, Career Quiz Feel free to call our offices anytime 877-427-4100 for more information or resources. You can also email me [theresa@thecollegeexpo.org](mailto:theresa@thecollegeexpo.org)

**Wednesday - May 13th -** Everyday Science at Home for K-12: The Kitchen, Living Room, and Garage as Laboratories (Kenneth Wesson)

**QUESTIONS:**

**00:57:20 | Steven Rodriguez:** *That is amazing! Does it help the paralyzed also develop their muscles?*

(This question was posed concerning the human-to-human interface demonstration, where the brain of one individual can control his hand as well as the hand of a person adjacent to him. A signaling device transfers signal sent from the brain of one individual to both his hand and the second person connected to the device. Consequently, any movement orchestrated by the controller's brain (to move his own hand) also moves the hand of the second individual in the same manner at Exactly the same time imperfect synchrony.

This process works with voluntary muscles only. This the case of this demonstration, the involuntary muscles of the body cannot be activated by first individual, which would preclude the secondary reaction.

**00:53:18 | Faneeza Mohamed:** *As a coordinator I would love to share these hands-on activities with our science teachers. writing as part of the process = having students experience the concept first = and drawing*

Video demonstrations and each of the hands-on science activities used for this webinar can be accessed via the CAASA website where all of the webinars have been posted.

**Friday - May 15th Virtual Teaching for Students of Color:** How to Make Sure Culturally Relevant Practices Make Their Way Home

**QUESTIONS:**

*Where are the people of color in digital teaching?*

The answer for me is simple. If we allow the producers of the instructional materials to be people who are NOT people of color, they will continue to leave us out of the picture. My simple recommendation is to have the children build their own instructional videos. They should create the content. In that way, the students will be producing diverse content.

Can you say more about your question re: culturally relevant stories to apply to concepts?

Concepts are never things that are not in context. Every science concept is associated with a problem or context. A reason why kids are resistant to science teaching is because the teacher teachers what is relevant to the teacher. It is important to teach what the kids find interesting.

**Tuesday - May 19th** Establishing Protocols for Online Teaching and Learning for Urban and Rural Students (Dr. Michele Bowers, Superintendent, Lancaster Unified School District)

**QUESTIONS:**

**16:53:16 | From pamelamerritt-bennett to All panelists:** *Dr. Owens said that Equity should underpin everything that we do. What does that look like during this time of recovery when schools and districts are just trying to get up and running?*

As districts work to identify learning options and platforms, we need to plan strategically to ensure that we are looking at all populations that we serve - individually and collectively. We need to reach out to them to give them voice to share their priorities and needs. Our planning needs to occur with intentionality to address and ensure equity in access to the tools, resources, and support needed, at home and in school, for each student to be successful. This is a huge undertaking; however, I believe it is the right work to promote continuous learning and student success.

**Thursday - May 21st 1pm - 2pm PST - "System Design:** how do we ensure that we serve children who have been historically disadvantaged? (L. James)

**QUESTIONS:**

**00:42:17 | Karla Harness Brown:** *Speaking of language; what are your thoughts on the Ebonics program (1996) that was implemented?*

Ms. Brown, I am not deeply familiar with the Ebonics program that was implemented in 1996, but I will say I believe that culture and language should be considered when educating a population of students who share that same culture. I believe that linguistic speaking patterns result from cultural influences and languages Africans spoke before being forcibly brought to America.

As a teacher, I think it's imperative to understand and be sensitive to the ways in which different cultures speak English and the accents they may have. Having taught students from the south and from various countries, I take into consideration a students' accent or dialect and when evaluating the quality of their response or content of their work.

**01:10:06 | Laurel Green:** *Also, what is the difference between Accomplice and Ally?*

I believe these two terms have a lot in common and both types of people are working towards the same outcomes. Looking at the site [www.tolerance.org](http://www.tolerance.org), here is how they define the two complementary terms in the context of social justice work.

An ally will mostly engage in activism by standing with an individual or group in a marginalized community. An accomplice will focus more on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. Of course, these two brands of work blend into each other and are hard to untangle. But for the sake of understanding, we can look at an example: An ally will "volunteer at a local racial justice-focused organization," while an accomplice will



“join an organization with an explicit aim of naming and disrupting racial injustice,” according to the useful guide “Opportunities for White People in the Fight for Racial Justice.” The former is working with individuals toward those individuals’ access to representation, dignity or some kind of protection. The latter is working on dismantling a structure, thereby striving for those same protections, but through a different kind of work.

Whether someone is an ally or accomplice, I think both are needed in the fight for equity and social justice.

**Wednesday - May 27th 1pm - 2pm PST - “Culturally Responsive Teaching:** Building student confidence and identity for lifelong learning” (L. James)

**QUESTIONS:**

**00:24:57 | Lori Walton:** *There is a conflict with personalized learning and learning in community. We’re hearing a lot about differentiation being same or similar as personalized. Would you speak to this?*

Let me begin by providing a resource that breaks down the differences between personalized, differentiated and individualized learning. Looking at the chart on the website, it provides great context for further discussion.

<http://www.my-ecoach.com/online/resources/925/PersonalizationvsDifferentiationvsIndividualization.pdf>

In my experience, I have seen a strong push in recent years towards personalized learning for students. The way I have seen this implemented is primarily through students taking diagnostic assessments, then being given a computer program that creates a personal plan of learning. This approach is typically used in credit recovery and remediation programs, while some teachers use it to provide individual plans for students after whole group instruction.

I have seen little success in the use of these programs without students having some instruction or assistance from a teacher or instructional aide.

To have students working alone on a computer for self-guided instruction without human support and scaffolds has shown to produce less than desired results.

I think technology can be effective in helping teachers identify areas of strength and weakness, and helpful in designing a learning plan for students, but the actual instruction and guidance is best delivered by a teacher or aide.

Since most students of color come from collectivist cultures, it’s important for them to be able to collaborate with peers in order to increase their learning. If the personalized approach can be used in small groups, I believe it would be more effective and students would be more engaged working with peers/small groups and increase their proficiency in subjects while remaining motivated.

Effective instruction requires teachers to differentiate to meet the needs of all students; technology can be used to enhance or improve the data the teacher can analyze in order to create differentiated lessons. Meeting the needs of every student is a daunting task and I admire and applaud teachers who are doing this on a daily basis. I feel we need shift technology from being designed to replace teachers, and have it designed to support and enhance teachers.

**00:28:34 | April Francis:** *How do we help educators understand this...especially today with the shift to remote learning?*

With the shift to remote learning teachers have to be vigilant about student engagement, meeting the needs of various learning styles and being aware of the social emotional needs of students in the online space. Teacher will need professional development on how to effectively transition to online instruction and how to adapt their pedagogy to meet the needs of online learners.

Teachers will need to make the technical changes (shifting lessons online and managing student work through learning management systems), as well as the adaptive changes (embracing the online

environment and the ways in which it can be used to facilitate learning for students) necessary for the ‘new normal’ of remote and blended classrooms.

**Friday - May 29 1pm - 2pm PST - “Parent Engagement:** Establishing Positive Partnerships” - (L. Broomfield and K. Taylor)

**QUESTIONS:**

**16:28:14 | From dratcliffe to All panelists:** *We invite all of our African American Families to several events throughout the year, but typically only get a few that show up...even to our AAPAC meetings. We have tried awards, food, but still very little response. Any suggestions?*

We have found that combining your AAPAC event with student recognition is a great way to generate attendance. Some schools will even ask the band to perform for the same reason. Working with your students to encourage parents to attend meetings with a student incentive is an additional method you might try. Don’t give up. They will come ☺

**16:30:38 | From dratcliffe to All panelists :** *How can we help remove barriers so that parents want to come to our events, especially for AAPAC? It might be interesting to explore trying to use Zoom to gather people!*

You must meet your parents where they are. I do think zoom is going to be an exciting way to meet with parents. Not just for the AAPAC meetings, but now that zoom is familiar to parents you can do parent conferences as well and increase participation that way. You may even do an in-person meeting and zoom at the same time for parents who are unable to be there in person.

**16:50:44 | From terodriguez to All panelists:** *Most of my AA students live with their non-AA parents. How can we engage both family and students? It is always harder to engage them when they are not at home either.*

I recommend that you review the RCOE Blueprint for success. Non-AA parents should be part of the target audience as they also experience challenges with their students in terms of grades, behavior

and fitting in culturally with other AA students. The most important thing is to conduct a needs assessment and ask parents what they would like the priority for the meetings to be. How do you define engagement? Some define that as attending back to school night, and other events. You might start small by asking parents for a commitment to attend 3 events over the course of the year. Provide incentives for the students when parents complete their commitment. Remember to make the meetings convenient for parents and not staff. ☺

**Monday June 1st 1pm to 2pm - “Ethnomathematics:** Unlocking the Gates to College & Careers in the 21st Century” (Lybroan James)

**00:31:14 | Traci Carr:** *Are some teachers afraid to teach ethnic students?*

Yes. I think some teachers are afraid of teaching ethnic students and this has been chronicled in many articles and addressed in many books, such as “Teach Like a Champion.” These types of books provide strategies for teachers to control their students, providing less intellectual and academics freedoms as you will see in majority white schools.

As America becomes increasingly diverse with students of color in the majority in public schools, I think districts should mandate teacher training that requires teachers to study and become familiar with the ethnicities in their school/classroom.

When I was hired to teach at a Jewish Day School, they required me to study the Torah, practice Shabbat with families and attend Bar Mitzvahs as part of me becoming ‘a part of the community.’ It was a positive experience for me and made me a better teacher by providing me a deeper understanding of the thinking, beliefs and norms of the students I taught.

**00:38:28 | Daryton Ramsey:** *What might be 1 or 2 practices district level administrators might deploy as a method for sharing, spreading and systematizing this approach to math and other content areas?*

For district level administrators to create conditions for lasting change and improvement in students' math experiences and performance, they have to commit time for teachers to participate in professional learning communities (PLC) led by experts in cultural competence, social emotional learning and growth mindset. In addition, teachers should have instructional coaches who help teacher implement what they learn in their PLCs. There has be collaboration between teachers and coaches and administrators to hold teachers accountable for making their classes conducive to learning for 21st century students.



## Advancing Equity in an Era of Crisis

California Association of African American Superintendents and Administrators (CAAASA)  
Center for Transformational Schools - University of California, Los Angeles (CTS-UCLA)  
California Collaborative for Educational Equity (CCEE)  
San Diego County Office of Education (SDCOE)