Thank you for attending today’s webinar! We will be starting soon. If you have any questions, please ask them in the zoom chat. Enjoy!
Morton Sherman has more than 30 years’ administrative experience in raising academic standards, closing achievement gaps, and uniting stakeholders. He has served in public education for over 40 years, 25 as a public school superintendent of schools.

Now serving as the AASA Associate Executive Director for Leadership Network, he is responsible for programs which support aspiring and sitting superintendents. Recent initiatives include the creation of the AASA Collaborative, The Urban Superintendents Academies in cooperation with Howard University and the University of Southern California, Superintendents Consortium on Personalized Learning and the Aspiring Superintendents Program.
Pedro Noguera, Director of the Center for the Transformation of Schools at UCLA is distinguished for his courageous actions that enhance equity for all children.

http://transformschools.ucla.edu/
Dr. Steven Webb became superintendent of Vancouver Public Schools in July, 2008. He has a distinguished 35-year career in public education in Washington and California, serving as superintendent, deputy superintendent, assistant superintendent, principal, associate principal, and high school teacher and coach.

In 2016, Steve was named Washington State Superintendent of the Year, one of four finalists for AASA’s 2016 National Superintendent of the Year, and an Education Week “Leader To Learn From.” He also received the National Community Schools Superintendent Leadership Award from AASA, the Institute for Educational Leadership, and the Coalition for Community Schools.

Steve is a hands-on leader who regularly visits classrooms at 37 school sites and periodically works the various jobs of the district’s 3,500 employees.
Dr. Erika Torres has more than 20 years of experience in public education, including an extensive background in oversight of major departments and programs that promote academic achievement by addressing the safety, health and academic potential of every student.
What are some of the educational equity issues that the pandemic has exposed/exacerbated?
Challenges Created by the Pandemic and Quarantine

- Limited access to virtual learning
- Limited support at home
- Limited guidance to teachers on how to meet the needs of vulnerable students
- Insufficient guidance on how to make learning meaningful: we must move from compliance to active engagement
Other Challenges

- Economic uncertainty
- Fear about the Coronavirus
  - Disproportionate impact on the most vulnerable people
- Housing instability
- Lack of healthcare
Our Community
Our Students

- Nearly 24,000 students
- 24% from homes where a language other than English is primary
- 14% English Language Learners
- 51% low income
- 14.5% students with disabilities
- 37 schools
- 13 elementary Title 1 school-wide sites
- 800-1,000 students qualify as homeless
Meeting the academic and non-academic needs of all students: Whole child, whole system, whole community.
Maslow Before Bloom:
Responding to the challenges of the COVID-19 crisis

Basic needs
- 188,000 meals distributed
- 500 grocery gift cards for families
- 8,000 pounds of food distributed
- 500 food bags delivered
- 40 families received housing stability assistance
- 540 hours of child care per day provided for health care workers and first responders

Remote learning technology
- 7,500 K-5 devices distributed, 23,500 K-12 devices deployed
- 1200 wifi hotspots provided to families
- 6,500 tech support requests met

Teaching and learning
- 37 remote learning hubs created with engagement levels at 67-100%
- 1,850 employees participating in 41 webinars for PD
- 68,000 virtual meetings attended by staff and students
- Nearly 4M virtual meeting minutes
- Nearly 2M emails have been sent by students and staff
- Nearly 140K app use by students in the last 28 days
Inglewood Unified School District

Our Community

Every student. Every day.
Inglewood Unified School District Background

- Pre-School through Adult Education
- 17 schools (TK-Grade 12)
- 2019-20 enrollment: 8,495

<table>
<thead>
<tr>
<th>Enrollment (19-20 SY Data)</th>
<th>Numbers (Count Day)</th>
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<tbody>
<tr>
<td>PS-TK</td>
<td>248</td>
</tr>
<tr>
<td>K-8</td>
<td>6,293</td>
</tr>
<tr>
<td>9-12</td>
<td>1,947</td>
</tr>
<tr>
<td>18+</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,495</td>
</tr>
</tbody>
</table>

- Male: 54% (4,575)
- Female: 46% (3,919)
- Socioeconomically Disadvantaged: 84.7% (7,195)
- English Learners: 33.5% (2,845)
- Special Education: 18% (1,490)
- Foster Youth: 1.1% (93)
- Homeless Students: .7% (59)

**STUDENT DEMOGRAPHICS**

- White: 1%
- Other: 1%
- African American/Black: 34%
- Latino: 63%
- Asian: 0%
- American Indian/Alaska Native: 1%
Meeting Basic Needs First: Food Distribution

- As of May 15, 2020: Over 45,000 meals served to children since the first day of school closures
- We continue to distribute meals to our students at seven sites throughout the district.

- Partnerships:
  - Los Angeles Regional Food Bank provides “Shelf-Stable Food” to families in the community every Wednesday
  - Social Justice Learning Institute and Food Forward provides fresh fruits and vegetables for families every Friday
Inglewood Unified School District is dedicated to implementing a distance learning experience that provides each and every student with quality instruction.
Leveling Equity & Access: Continuity of Learning

- Focus on Equity and Access
- Alignment with the IUSD/ITA MOU
- Virtual Learning
- Over 3,500 laptop devices distributed
- Focus on supporting high school seniors
- Examining data to track our effectiveness with implementing virtual learning
Focus Question Two: National Context

What should districts be doing to support teachers who have never engaged in distance learning and who may be coping with stress related to the pandemic themselves?
We must draw upon what we know about youth development and student learning

✔ Social and emotional needs affect academic performance
  ✔ We need a holistic approach to improve academic outcomes
✔ Young people learn and develop through relationships with peers and adults
✔ Students with greatest needs are most likely to be vulnerable and be most adversely impacted during the pandemic
✔ Too much screen time and not enough physical activity is not good for kids
✔ Stress related to fear and uncertainty is likely to be high
Schools can’t solve challenges related to the pandemic alone – who are your partners?
Support for Digital Equity
- Professional development/learning
- PLC’s
- Digital learning coaches/ITF’s
- Grade level teams/departments
- 1850 participants in 41 district presented webinars

Modeling Digital Equity
- SAMR
- PBL/blended/personalized
- Instructional framework
- Power standards
- Mastery/standards based
Teacher’s receive a week-at-a-glance calendar offering varying levels of support.

**Weekly Schedule**

- **Reading**
- **Math**
- **iReady**
- **Achieve3000**

**Variety of Professional Learning Topics**

- Special Education
- Google Classroom
- English Learner
- Social and Emotional Learning

**Flexible Timing**

Webinars are offered throughout the day allowing teachers to be flexible in scheduling their professional learning opportunities.
Additional Supports to Teachers

● Strategic Instructional Coach Support

● Supporting teachers who are experiencing stress
Are there opportunities for innovation in teaching and learning that we should explore?
Equity must be central.

The goal should be to eliminate barriers to learning for ALL students.

**EQUITY** – giving everyone exactly what they need, when they need it.

**EQUITY** – giving everyone the same, regardless of whether it is what they need or not.

**EQUALITY** – giving everyone the same, regardless of whether it is what they need or not.
Barriers to Equity During Pandemic

✔ Access – to high quality learning experiences
✔ Support – Will virtual supports be adequate – special needs, ELs
✔ Mental Health – stress, lethargy, anxiety
What should our educational goals be during the pandemic?

✔ Learning should be meaningful, active and relevant
✔ Routines are important – exercise, silent reading, limited screen time – no more than 3 – 4 hours of virtual learning broken up w breaks
✔ Relationships should be central
✔ Whole child focus should be maintained
Whenever possible…

✓ A commitment to learning that is active
✓ Learning that is collaborative
✓ Learning that develops higher order thinking skills
✓ Learning that supports mastery
Examples

✔ Project based learning – research projects carried out over time with ongoing feedback
✔ Creativity – projects that get kids applying knowledge in new ways
✔ Service – projects that get kids involved in addressing needs in their community
Adaptive Challenge: Mass Customization to Scale Equitably

Innovation Opportunities

- Hybrid and blended learning models
- Ubiquitous, free access to digital learning technology & high-speed internet
- Equitable standards based learning experiences
- Professional development
- Student and family engagement
Opportunities for Innovation

Specialized Programs (Robotics, Workforce Development)

Gifted and Talented (GATE) program opportunities

Flexible Teaching Models - Blended Instructional Delivery

Preparing Students for the Workforce

Connecting students to internships and mentorships

Differentiated professional learning
Aside from logistics, how should districts think about re-opening their schools when they are allowed to do so?
Community Schools Cultivate Hope, Opportunity & Agency

Equitable Re-entry Practices

- Specialized population differentiation
- Learning loss supports
- Trauma-informed practices
- Social and emotional support
- Whole child supports
- Community partnerships
Whole Child Support

- Assess Level of Trauma
- Assess Basic Needs & Learning Loss
- Assess Needs of Specialized Populations
- Maintain a Collaborative Approach
THANK YOU FOR ATTENDING TODAY’S WEBINAR!

WE URGE YOU TO CONNECT WITH ONE ANOTHER VIA LINKEDIN, TWITTER, EMAIL, PHONE~ INVESTING IN RELATIONSHIPS PAYS HUGE DIVIDEND
Social and Emotional Learning must be integrated into academic core

**SEL includes:**

- ✔ Impulse control, deferred gratification, empathy, ability to develop positive relationships with others
- ✔ Emotional awareness, social intelligence
- ✔ Learning activities can be explicitly designed to teach SEL
- ✔ A broader definition of success
- ✔ Check in with kids to find out about their social and emotional needs

**Strong relationships between teachers and students can foster SEL**
Develop strong, positive relationship w children to promote resilience

Communities and schools can make big difference by investing in universal preschool. School leaders (and teachers, students) can actively capitalize on classic neuroscientific finding: The “social buffer” hypothesis –

- The presence of supportive adult dramatically reduces biological stress response as well as experience of anxiety for individuals facing major challenge or stressor
We Need A Holistic Vision

- Teaching and Learning
- Extended Learning
- Safety, mentors
- Community partners
- Family engagement
- Health and Nutrition
Useful Resources

- 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.
Who are your students?
Does their identity influence how you see their potential or respond to their needs?
Do you see their strengths or just their weaknesses?