

CCSS 2.0 for '20:
Distance Learning & Support for
Scholar Progress

Community is Key



Parents and Teachers
Working Together



Pause to Ponder

WHILE NO ONE IS SURE YET HOW LONG DISTANCE-ONLY LEARNING WILL CONTINUE, WE KNOW THAT IT WON'T LAST FOREVER. CHILDREN AND YOUNG PEOPLE TAKE CUES FROM ADULT BEHAVIOUR AND ATTITUDES, SO IT IS IMPORTANT TO COMMUNICATE CALM, CONFIDENCE AND OPTIMISM THAT WE WILL PULL THROUGH THE CRISIS

5 Distance Learning Tips

1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers, counsellors and safeguarding teams will do the same.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, school leaders and counsellors but understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming

independent takes lots of practice. At ACS, your child usually engages with others students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in students to process instructions they received from their teachers, and it helps them organise themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

Resources

- This brief video explains what the transition to the CCSS means for California
 - <https://www.youtube.com/watch?v=H3NdNj9JN6Q>
- Common Core State Standards State Resources page
 - <https://www.cde.ca.gov/re/cc/>
- A free online collection of videos aimed at helping parents understand grade-level expectations in grades K-12
 - <https://www.greatschools.org/gk/milestones/>
- **Parent Roadmaps to the Common Core State Standards**
 - <https://www.cgcs.org/Page/328>
- What Parents and Students Should Know about Smarter Balanced Assessments
 - <http://www.smarterbalanced.org/parents/>

Grade Level Span Breakouts, 5:15-6:00

Grades TK-2

- Ms. Carr & Ms. Slade

Grades 3-5

- Mrs. Montgomery & Mr. Goodman

Meet the Middle Schools, 5:35-6:15

Middle School Representative	Zoom ID Passcode
Mark Twain World Language Magnet <i>Holli Omarl- Dean and Magnet Coordinator</i>	ID: 868 4662 3379 PC: 021303
Palms Gifted High Ability Magnet Palms Modern Media & Communications Magnet <i>Kathy Gonnella-Assistant Principa</i>	ID: 876 6220 4112 No Passcode
BALA Boys Academic Leadership Academy <i>Alonzo Jones-S.T.E.A.M. Coordinator</i>	ID: 973 624 4505 PC: balafamily
GALA Girls Academic Leadership Academy <i>Susan Leslie-GALA Admissions</i>	ID: 899 7029 2081 PC: AGA2027
Millikan Performing Arts SAGE Social And Gender Equity <i>Joseph Porter-Magnet Coordinator</i>	ID: 857 4301 2672 No Passcode
Wright STEAM/GIFTED Magnet <i>Ry Anne Garder-Magnet Coordinator</i>	ID: 530 653 6357 PC: Parents20
Daniel Webster Middle School Daniel Webster S.T.E.A.M. Magnet Center <i>Dr. Urfette Reyes- Magnet Coordinator</i>	ID: 853 0974 3332 PC: 243712
Marina Del Rey Middle School School Performing Arts Magnet <i>Andrea Burke-Magnet Coordinator</i>	ID: 899 2282 9755 PC: Marina
Paul Revere Middle School <i>Elena Mabashov-Magnet Coordinator</i>	ID: 867 7986 7488 PC: Revere
Bancroft Middle School Performing Arts and Gifted High Ability STE[+a]M Magnets <i>Pablo Flores-Assistant Principa</i>	ID: 881 2287 4366 PC: 416983
Geffen Academy at UCLA <i>Jessica McKay-Director of Outreach and Inclusion</i>	ID: 955 5082 1434 PC: 438674
The Mirman School for Gifted Children <i>Dr. Tunette Powell-Director of Equity, Inclusion and Community</i>	ID: 937 9893 1076 PC: 651163
Lakeisha Williams, Audobon Middle	ID: 810 5644 6605
Laurel Cinematic Arts & Creative Technologies	ID: 542 732 9424 PC: VideoClass

Additional Links with Distance Learning Supports for Families

- <https://capta.org/news-publications/covid-19/covid-19-resources-for-parents-and-families/>
- <https://www.weareteachers.com/best-podcasts-for-kids/>
- <https://www.acs-schools.com/parents-guide-distance-learning>