

Distance Learning: Teaching and Learning Expectations

Elementary	
Area	Teacher Expectations
<p>Number of synchronous and asynchronous sessions</p>	<p><i>Requirements set by SB 98:</i></p> <ul style="list-style-type: none"> ● <i>Daily live instruction</i> ● <i>TK/K 180 minimum instructional minutes per school day (including synchronous and asynchronous)</i> ● <i>1st-2nd 230 minimum instructional minutes per school day (including synchronous and asynchronous)</i> ● <i>3rd-5th 240 minimum instructional minutes per school day (including synchronous and asynchronous)</i> <p>Teachers will provide 230 minutes of daily live instructional time (synchronous).</p> <p>All students will have live academic instruction in ELA, Math, Social Studies/Science, SEL, and, if applicable, Spanish Language Development every day.</p> <p>Teachers will provide live instructional blocks that total 180 minutes per day which will include ELA, Math, Social Studies/Science and, if applicable, Spanish Language Development every day.</p> <ul style="list-style-type: none"> ● Live instructional blocks will consist of whole and small groups; In general, instructional blocks should consist of whole-class instruction and instruction in homogeneous and heterogeneous groups and independent work. ● At least one instructional block will be in the PM after lunch. <p>Support staff may be used during small group synchronous instruction; unless otherwise specified.</p> <p>All teachers will have social-emotional learning (SEL) instruction (community meeting) with students daily for 30 minutes (8:30-9:00).</p> <p>English learners will be provided with 20-30 minutes of synchronous Designated ELD on a daily basis by teacher; exclusive of LLI. If a teacher has no EL students then Tier 2 or Tier 3 intervention will be offered.</p>

	<p>Special Education Services will be provided. Accommodations and modifications will be provided per 504 plans and for IEPs.</p> <p>Students will be provided with grade-level learning opportunities totaling an average of 5 hours/day (whole group, small group and individual) live and asynchronous (Art, Music, PE, Intervention, SPED or any other specialized programs-EL and LTEL.</p> <p>Site Leadership Teams and FAC at the school level and across district collaboration will use guidelines to generate site schedules to ensure coherence.</p>
<p>Daily and weekly schedule (ELA, Math, Science, History/Social Science, ELD, VAPA, PE)</p>	<p>Site SLTs and FACs will work in conjunction with representatives from SpEd, VAPA, PE and other special programs to schedule synchronous and asynchronous learning opportunities.</p> <p>Teachers and Administrators will work together through SLT/FAC/PLCs to finalize instructional schedules that adhere to the agreements. In addition:</p> <ul style="list-style-type: none"> ● School starts at 8:30 AM ● Students will have a 15-minute scheduled recess ● Students will have a 40-minute scheduled lunch <p>Teachers/Grade level teams will publish weekly instructional schedules which will include platform links and learning outcomes no later than Sunday evening.</p> <p>Special Education and LLI intervention staff will be included in all phases of the scheduling and articulation processes.</p> <p>Instructional assistants may provide daily instructional support as part of a zoom breakout room with teacher monitoring).</p> <p>SPED paraprofessional support shall be provided as written in the individualized education plan.</p> <p>Schools will provide Paraeducators and Instructional Assistants with work expectations, detailed schedules and training.</p>

<p>Learning outcomes (grade/department)</p>	<p>Sites will utilize district-approved distance learning platforms (Google classroom, Seesaw and/or Zoom) along with clever for distance learning.</p> <p>Teachers, with support from the district, will provide students with instruction on how to best utilize the DL platform.</p> <p>Teachers will use grade-level standards giving priority to power standards available.</p> <p>Instructional Coaches will support teachers by building capacity across content areas to address student learning outcomes.</p> <p>Implementation of projects and/or project-based learning/Inquiry experiences that allow for interdisciplinary collaboration both on-screen and off-screen.</p>
<p>Grading practices</p>	<p>Standards-based grading will be implemented and a grading-schedule should be provided to parents.</p> <p>Same progress report for the regular school year will be utilized. There may be portions of the report card (behavior, work habits, etc) that may require a mark of DL as this will be difficult to measure/grade. A future inclusive district committee may convene to review report card/progress monitoring during DL.</p> <p>Teachers will utilize multiple measures to determine grades, including, but not limited to formal/informal assessments, rubrics and/or feedback on submitted work.</p> <p>Attendance will be taken based on state requirements (SB98).</p> <p>School Admin will work with families on an adjusted schedule based on a case-by-case basis.</p> <p>The district will continue to engage families in the SART/SARB process; as necessary.</p> <p>Teachers will communicate with students and families about student engagement in online learning, which may include the development of common agreements regarding student independence.</p>
<p>Types and number of tasks/assignments</p>	<p>Students will engage independently in assignments, tasks, and activities to support learning.</p>

Common formative assessments	<p>Grade-level teams will determine which formative assessments will be used to inform instruction and measure student learning and progress.</p> <p>Teachers will develop authentic assessments with their peers that align with their instruction.</p>
District-wide interim assessments (2-3 times a year)	<p>District will continue to identify interim assessments to be used during DL.</p> <p>We will follow the district assessment calendar for the 20-21 school year.</p>
Types and frequency of communication with families	<p>District and school sites will provide parents with training on the various DL programs and platforms to support student learning.</p> <p>Teachers will email or post the following week’s instructional schedule which may include assignments, links and resources no later than Sunday evening.</p> <p>Teachers will communicate weekly with families using various platforms.</p> <p>Teachers and sites hold an informational (i.e. Back to School event) parent meeting to answer questions, explain schedules and expectations for distance learning as determined by each site.</p>
Support for English Learners	<p>English learners will be provided with 20-30 minutes of synchronous Designated ELD on a daily basis by teacher; exclusive of LLI.</p> <p>LLIs may provide additional SUPPLEMENTAL ELD to small groups of at-risk LTELS. Note that this is IN ADDITION to the core Designated ELD provided by the classroom teacher</p>
Supports for Low-Income	<p>The district and school sites will provide additional materials and supplies will be provided to LI students; as needed.</p> <p>The district may provide Supervision Centers for students to work independently; not teacher-led.</p>
Supports for Homeless/Foster Youth	<p>The district may provide an In-School Work Hub for students to work independently; not teacher-led.</p> <p>Meal services, counseling services, support with materials, technology equipment including hotspot and digital learning device will be accessible to those who require said services.</p>

<p>Supports for students with IEPs (gen ed)</p>	<p>When possible, teachers and schools will organize their daily/weekly schedules around special education services. Special education teachers will provide general education teachers with finalized support schedules prior to the first day of school.</p> <p>General education and special education teachers will collaborate and communicate with families to implement appropriate behavioral supports, as well as accommodations and modifications to ensure student success per IEP and/or 504 Plan.</p>
<p>Supports for students with IEPs (self-contained)</p>	<p>The self-contained classroom will follow the school-wide learning plan.</p> <p>Related services will be scheduled to minimize impact on core instruction.</p> <p>Paraeducators will be used to support student learning.</p>
<p>Grade level and/or department collaboration</p>	<p>During distance learning, sites will align their weekly modified schedule (bank time) opportunities, so that teachers can collaborate districtwide. Bank time moved to afternoons from 2:00 - 3:30 across all elementary school sites</p> <p>SLTs in conjunction with FAC will determine how the site will utilize the grade-level collaboration time.</p>
<p>Office Hours Format (see check in as well)</p>	<p>All teacher instructional schedules will include weekly check-in opportunities for the student/teacher/family.</p>
<p>Teacher Professional Time</p>	<p>Teacher Professional Time: 8:00 - 8:30 plus 105 minutes three days per week (to include a 30-minute block - Office Hours/Student Check-ins three days per week) - Thursday PD Days = 75 minutes; Bank Time Days = 75 minutes; 9 hours and 15 minutes per week; 555 minutes per week</p>
<p>Family Engagement</p>	<p>School sites will continue to engage parents through ELAC, DELAC, SSC, PTA, Special Education PTA, Parent Ed, and “Coffee with the Principal” events.</p> <p>Parents/Guardians are encouraged to contact their teacher with successes, challenges or questions related to their student.</p> <p>Sites and the district will provide parent/guardian learning opportunities to support student success and student learning during distance learning.</p> <p>Interpretation and translation supports will be provided at parent request as needed.</p>

	Bilingual Community Liaisons (BCL) will continue to provide community support.
Professional Learning Needs (new)	<p>Before students begin the school year, teachers will have access to district-provided professional development opportunities focused on best practices for Distance Learning and social-emotional development.</p> <p>Teachers will be provided time to complete 1:1 assessments as well as training to complete the assessments remotely.</p> <p>During the teachers' work day, the district will provide weekly professional learning opportunities to support best practices in distance learning. Required District-led PD every Thursday from 2:00 - 3:30</p>