



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Lompoc Unified School District serves approximately 9,500 TK-12 students in Santa Barbara County that have been impacted by school closure and a disruption in student access to on-campus instruction, socialization and extra-curricular activities. Students have not participated in on-campus instruction since March 12, 2020. The district began the 2020-2021 school year utilizing a distance learning format. Santa Barbara County is on the State watch list due to the number of positive COVID-19 cases in the region and does not have an anticipated return to campus projected timeline.

COVID-19 has impacted the community on multiple fronts. As of August 14, 2020, there have been 554 confirmed cases of COVID-19 in the City of Lompoc, including Mission Hills and Vandenberg Village Communities, 519 recovered individuals, and 7 deaths attributed to the virus. The Federal Prison in Lompoc had 1019 confirmed cases in the same time period, 1016 recovered inmates and 3 deaths attributed to the virus. The Federal Prison employs a high number of Lompoc and surrounding community residents. Vandenberg Air Force Base is also a large employer for local resident. The Lompoc Valley Chamber of Commerce created #LOMPOCSTRONG #LompocTogether to provide resources to local businesses and the community with business, financial, local, state, health and community resources available for residents at <https://www.lompoc.com>. As of November 8, 2020 Santa Barbara County has reported 10,138 cases of Covid-19, with 131 deaths, and 136 active cases.

The Lompoc Police Department reports an increase in violent crimes since the COVID-19 shutdown. Social Services reports 84 less referrals to Child Welfare when comparing the March-July 2019 to March-July 2020 data. Lompoc has an unemployment rate of 7.1%, exceeding California's 5.5% unemployment rate. The level of poverty is reported to be 20.2%, higher than California's 15.8% poverty rate. Unemployment filings in Santa Barbara County are approximately 1,500 new filings each week. The Santa Barbara County Food Bank distributes food at the Village Chapel, FSA Dorothy Jackson Resource Center, Lompoc High School, Catholic Charities and Santa Rita Village each week. Between the closure in March and the end of the school year, the Lompoc Unified School District provided about 183,000 breakfasts and 202,000 lunches at no cost to families, valued at an estimated \$500,000 dollars. The LUSD Food Services Department has maintained student feeding programs at multiple locations since school closure in March 2020. Feeding programs at all LUSD school sites resumed August 17, 2020, offering breakfast and lunch to all TK-12+ students, including free, reduced and full-pay options.

The District complies with established safety protocol outlined in the 2020 Reopening Guide in order to allow a small percentage of the LEA employees to work at our school sites and perform essential functions. Instructors have the option to teach from their homes or classrooms. Administrators, classified support staff, and a small percentage of certificated teachers are on campus during the school day. August 17, 2020 was the first day of instruction. Plastic clear barriers to protect staff greeting the public are installed in public areas at school sites and at the main district office entrance. Staff are required to wear face masks, encouraged to frequently wash their hands, and social distance. Zoom meetings are utilized for district staff business, public meetings and student instruction. Board meetings have been held remotely since March 2020 and will continue to be held remotely until such time the safety of the public, Board members and staff can meet County Health Regulations. Custodial and maintenance staff are trained on new cleaning and sanitation procedures indicated in the 2020 Reopening Guide. The custodial staff at school sites follows the COVID-19 cleaning and sanitation protocol and will continue to do so until the pandemic is declared over by State and County Health officials.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The District English Learner Advisory Committee members gave input on the Learning Continuity and Attendance Plan at the August 4, 2020 District English Learner Advisory Committee Meeting. Members shared their concerns, requests and ideas. Prompts were shared via Zoom, translated by the District Translator, and all responses were recorded.

The District began a Parent Advisory Committee in October 5, 2020. The first meeting was informational in nature, to ensure participants understood the scope and sequence of events the PAC would follow in order to assist in informing District admin and the governing board about parent, staff, and community priorities. A second PAC meeting was held on October 19, 2020 to specifically solicit input on the questions developed in the DELAC committee. The next meeting will be held on November 9, 2020 to review the Covid funds budget and the updates to this plan.

A survey for parents/guardians in English and Spanish, was mailed to the homes of all students. The survey linked to the district website for parents/guardians with digital access to complete. Options for completing online or paper/pencil surveys were provided to all families. Parents without online access were asked to drop off the paper/pencil forms at drop boxes outside each school office. The district received more than two hundred responses from parents or guardians. Certificated teachers, administrators and classified staff were surveyed through use of the district email system with a link to Survey Monkey. Two hundred and fourteen staff participated in the staff survey.

Parental input had some general trends. Parents indicated the desire for more communication from the teachers and the district. Spanish-speaking parents request that all information be available in Spanish. In respect to access and connectivity, parents are pleased with the availability of Chromebooks and being asked if they had Wifi. Parents expressed the desire for more technology training/workshops, as well as training how to access the curriculum online. Parents desire to support their students effectively during distance learning. Families expressed the desire to have Zoom conferences with teachers regularly and ask to be updated on their student's progress frequently. Parents of English learners would like to ensure English language development and small group support be provided consistently. They requested extra support during breaks or in the evening hours during instructional periods.

[A description of the options provided for remote participation in public meetings and public hearings.]

The District publishes links on the district web page, at school sites, and on the doors of the LUSD District Office to encourage participation in all public meetings, including Board Meetings and Public Hearings. The Families of all students receive messages in English and Spanish via the SWIFT K12 mass communication system, publicizing the Zoom links meeting dates and process for addressing the Board of Education in relation to Board Agenda Items and Public Hearings, including the Public Hearing on the Learning Continuity and Attendance Plan. Board meeting agendas and links to log into Zoom meetings can be found at <https://www.lusd.org/district-administration/board-agenda-and-meetings>. Parent Advisory Committee meeting dates and agendas can be found at

[A summary of the feedback provided by specific stakeholder groups.]

District English Language Advisory Committee (DELAC) parental input demonstrated trends in their concerns and requests. Parents would appreciate more communication from the teachers and the district, especially ensuring that all information was available in Spanish. Regarding access and connectivity, they were pleased with the availability of Chromebooks and being asked if they had WIFI. Parents expressed the desire for more technology training/workshops, as well as accessing the curriculum online, so that they could support their students. When asked about pupil progress, families expressed the desire to have Zoom conferences and to be updated on their students' progress frequently. They would like to ensure ELD and small group support will be provided for students. They also inquired about the availability of district-provided extra support during breaks or in the evenings.

The special education department held four presentations by Zoom, two in English and two in Spanish, for parents the week before school began to provide information about the current plan for distance learning and special education. Parents were given time to ask questions about the current plan through the chat option and through verbal feedback. Staff have followed up with individual parents specific questions and considered the input of parents in future planning for special education services.

The Parent Advisory Committee provided input on October 5, 2020. They asked about how primary grade students will use/transport their technology device if/when school resumes in person. They shared concerns related to parent-teacher communication, support for most vulnerable populations, reliable Internet connectivity, and after school tutoring options. Parents had questions about safety protocols and health screenings for if/when in-person instruction resumes in January. There is a common theme amongst parents related to social emotional support for students and families due to isolation. Parents had questions about assessment and would also like to have more specific feedback on academic progress.

Parent surveys indicate that approximately 12% of student households do not have reliable internet access available during the school day. Families shared that only 25% will participate in the student lunch program during distance learning, in contrast to the robust program accessed during on-campus instruction. Parents overwhelmingly requested weekly communication with their student's teacher in response to being asked what they need to support their student during distance learning. Training on grade level expectations, websites with pre-recorded parent training sessions, and social-emotional training resources were requested by 25% or more of Lompoc Unified School District Families. Less than 10% of parents responded that they needed more information on the ASES childcare programs available.

Staff surveys indicate that 60% of staff felt the district could support them in providing rigorous instruction to students during distance learning by offering additional planning time with grade level/subject content colleagues. Increased professional development utilizing technology, tech tools and digital versions of the adopted curriculum was indicated as a need for 34% of staff who participated in the survey. Less than 10% of staff shared they desired the district to increase opportunities to participate in formal stress-reduction activities. Students' physical health, excessive time in front of a computer screen, and developmental concerns based around excessive screen time were indicated as primary areas of concern. Staff recommended extended tutoring hours, differentiated content support and giving students individual appointments to meet with teachers as ways to support students that are behind their peers academically. 37% of staff indicated they are

willing to teach Saturday School or extended school year to support students with special needs, homeless and foster youth, and second language learners. 44% of staff indicated they have the equipment and content needed to provide rigorous instruction to their students. 36% of staff indicated they have the equipment they need for distance and hybrid learning. The desire for an IT hotline and ensuring connectivity for students were shared by the teaching staff.

In early fall the Secondary schools surveyed students in relation to needs and connectedness.

The late summer spike in Covid cases forced the District to abandon plans for hybrid learning, and focus entirely upon remote learning options. However, as cases in Santa Barbara County have begun to wane, calls for in person reopening began to emerge. The LUSD governing board adopted the plan proposed District administration on October 13, 2020 to plan an elementary reopening January 11, 2021 and a secondary reopening date of January 25, 2021. After that, District survey focus has shifted determining how many students will remain on Independent Study, remote Zoom instruction, or return to in person instruction. To date, most survey have demonstrated a 60-65% return and a 35-40% distance learning breakdown.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In response to stakeholder input, the LUSD Learning Continuity and Attendance Plan expanded professional development offerings for staff, as evidenced by the instructional schedules elementary and secondary teachers. Wednesdays are scheduled to provide staff two hours of weekly collaboration time with colleagues, access to additional training, time to meet connect with colleagues, faculty meetings, and time to view recorded Distance Learning Google Classroom resources.

In response to parental input and concerns of the teaching staff, two certificated teachers provide after-hours instruction with no appointment necessary and a call-in line and email are in place to support students after the instructional day with technology challenges. Two hundred and fifty hotspots were ordered and distributed to families around the District. Hotspots have limitations, so the District is working on a private-public partnership to provide free WIFI via a mesh WIFI network for the entire city of Lompoc and the surrounding areas. The District has a new, user-friendly website, with links for parent, students and staff. The parent link can be found at <https://www.lusd.org/parents>.

As a result of the student survey the district has initiated: secondary counselor drop in time in the afternoons, afternoon yoga, headphones and blue-light glasses for students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Please refer to the detailed COVID Action Plan, attached to this plan, for specific schedules and protocols the Lompoc Unified School District is following as a result of COVID-19 school closure. Reopening, and ensuring students with significant learning loss return to in-person instruction will take place will occur when the Santa Barbara County Public Health Department grants a waiver or the County is cleared to reopen. Resources are posted on the Lompoc Unified School District website at <https://www.lusd.org/covid-19-resources>. District Plans for the Covid-19 Emergency Website, Parent FAQ regarding School Reopening, the Lompoc Unified School District Action Plan and District Protocols are posted at this link.

The Lompoc Unified School District is located in Santa Barbara County, currently on the State Watch list. At this time we are unable to provide in-person offerings for instruction due to the high number of active COVID-19 cases in the county. The District submitted a 1:1 plan to allow for ELPAC testing to take place for students needing the Summative ELPAC Assessment and is conducting 1:1 assessment sessions to students whose parents are comfortable with this format.

The special education department created a plan for individual in-person assessment for special education eligibility, and has ordered the necessary PPE and other supplies to ensure the health and safety of students and staff. The plan reflects collaboration with the local SELPA, with guidance provided by the Association of School Psychologists, as well as the public health department and legal counsel. Within the plan is specific protocol to be followed by staff and families, including a symptom checklist for each student, a parent letter explaining the process and potential risks, and transportation options to access the site where assessments will be done.

Once in-person assessments are underway, the provision of in-person services/instruction by school site will follow. The special education department has a plan to begin in-person learning for individual students and small cohorts of students. Our priority is students with significant disabilities who are experiencing the most difficulty engaging in distance learning who can participate safely during in-person instruction. This plan addresses significant learning loss and is based on the guidance from the State of California. The plan will also incorporate the CDPH guidance. The special education department has created a plan for individual in-person assessment and has ordered the necessary supplies to ensure the health and safety of students and staff. The plan reflects collaboration with the local SELPA and guidance provided by the Association of School Psychologists, as well as the public health departments and legal counsel. Once in-person assessments are underway, a plan for in-person services by school site will follow.

To address the needs of homeless and foster youth experiencing significant learning loss due to school closure, the district has reached out earlier than usual to our county, homeless shelters, and other organizations to identify our Foster Youth as well as homeless. Next, our site liaisons and outreach consultants continue to reach out to the families at each site to support them as needed. Our district Foster Youth liaison and our district homeless liaison then communicate to district administration to share the needs of our families. Families are able to ask for support through a survey, electronic questionnaire, email, or phone contact with each site. An example, whether our students are in

full distance learning or as we move to a hybrid model, include assistance receiving meals, transportation to and from school, school supplies, clothing, medical support, and camping supplies. Another focus our district has had is increased communication. Typically, our staff will fill out a progress report twice a semester. Starting this year all liaisons and outreach consultants will be filling one out every 4 weeks to ensure our families are being supported. Before the beginning of the school year, the homeless liaison worked two additional days to provide support to families. The services for Foster Youth has been covered by the district's foster youth liaison, outreach consultants, and home/school liaisons.

Students will be identified, based upon their individual needs and circumstances, to be prioritized for returning to campus once it is deemed safe to do so. Students who have intensive reading and math needs, require specific intervention or services, are in need of a safe learning environment or are not progressing in the digital learning environment and are identified as at-risk to greater learning-loss will be offered in-person instruction before the general population returns to campus. Student data will drive discussions with parents and help each site develop a priority list when re-opening is an option available in the district.

At the governing board meeting held on October 13, 2020 the governing board voted to authorize the District to plan towards reopening for in person learning to all willing participants on January 11, 2021 for elementary schools and January 25, 2021 for secondary students with a subsequent vote to affirm reopening in late December or early January. The District is currently polling parents to determine how many students will return to in person learning vs remaining on remote learning options. Once those numbers are determined, the District will work with LFT and CSEA to determine how many staff will be returning. If possible, the District would like to have 5 day a week in person instruction, but a hybrid model may be required, depending upon available staff to student ratio.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide Personal Protection Equipment to Teachers and School Staff, including face masks, face shields, gloves, foggers, hand sanitizer and increased cleaning equipment staff to school sites and district facilities.	\$680,209	Yes
Provide face masks, face shields and hand sanitizer to students.	\$131,600.00	Yes
Provide 1:1 Chromebook at 3-12th grade, 1:1 iPads at K-2, increase internet bandwidth to the entire District, and upgrade switches, routers and access points district wide.	\$1,495,000	No

Description	Total Funds	Contributing
Increase bus routes to allow distancing, as outlined in the Lompoc Unified District Safety Protocols, submitted to the Santa Barbara County Department of Health, when students are able to attend in-person hybrid instruction.	\$394,141.00	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The district will begin the 2020-2021 school year with 100% distance learning. A standardized schedule for instruction was developed with the elementary and secondary school teams. We will continue to monitor the recommendations from Santa Barbara County Public Health. Ideally we will be able to return to the traditional model of schooling, with students attending daily. However, safety will remain our top priority and will be how we determine when to return to the traditional model of schooling. We are hopeful to transition to a hybrid model when it is safe to do so and ultimately back to the traditional model. However, we may have to toggle between remote, hybrid, etc depending on case numbers in order to ensure student and staff safety.

Distance learning is provided live through Zoom and Google Meets. Distance learning participation is expected daily for students who do not participate in the on-campus instructional program. Students in transitional kindergarten and kindergarten receive live instruction for 160 minutes each day and complete assignments for an additional 20 minutes. Students in grades 1-3 receive distance learning instruction live for 200 minutes daily and are expected to complete a minimum of 30 minutes of work-tasks independently. Students in grades 4-6 receive distance learning instruction live for 200 minutes and are expected to complete a minimum of 40 minutes of work production independently. Students in grades 7-12 receive live distance learning instruction for 180 minutes daily and are expected to complete 50 minutes of project focused learning each day.

Students in special education will receive instruction during distance learning that best meets the individual needs of the student. For students that are unable to engage for long periods of time in virtual learning on the Zoom, Google Meets, Google Classroom systems, physical materials are developed by the teacher and provided to the parent/guardian. Teachers are communicating with the parent/guardian at least weekly (and more often for students that are not engaged in distance learning) to offer support. Resource support will consist of utilizing the instructional materials from the general education classroom and teacher adaptations according to the needs of the individual students.

When in person /hybrid instruction resumes, students in grades 1-12 are offered in person instruction two days each week for 240 minutes and attend with a Monday/Tuesday or Thursday/Friday cohort. Distance learning is provided on the weekdays students do not receive in person instruction, following the adopted LUSD 2020-2021 Calendar. English Learners, students with special needs, and students identified as far below grade level in English Language Arts are offered an additional day of in person, small group instruction each Wednesday.

The LUSD COVID Action Plan can be found on the Lompoc Unified School District Website at <https://www.lusd.org/covid-19-resources>.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Teachers, classified and site administrative staff have connected with families and assessed each student's access to devices and connectivity. Chromebook distribution took place over the course of several weeks. The district has enough Chromebooks for every student in LUSD to utilize a district device. The Director of Information Technology is overseeing the distribution of hot spots to students in need once the devices arrive in the district., working directly with site principals to ensure students in need receive devices and support. The Lompoc Unified School District did work with Verizon and Charter to connect LUSD families to free or reduced internet plans. Bandwidth in Lompoc is limited due to infrastructure. The need for hot spots and additional devices will be monitored and resources appropriated to ensure connectivity and access to distance learning.

Lompoc Unified School District shut down in person education on March 13, 2020. At that time most believed the in person school closure would last between 2 and 4 weeks. Several sites began distributing Chromebooks immediately, while other sites relied upon work packets and independent study materials to keep students progressing. However, when it became apparent that the closures would persist, all sites in the District distributed Chromebooks to any student that required one to participate. By April 6, all sites were conducting some form of distance learning using Zoom, Google Meet, or other platforms. The District distributed more than 6,000 Chromebooks to students so they could participate in distance learning. The District also created a new website for families to get assistance with materials, tech support, and internet services. While the District had not distributed wifi hotspots for the 2019-2020 school year, District staff did provide bilingual support to assist families in signing up for Comcast Xfinity and Comcast Internet Essentials which were both free to Lompoc residents for 90 days. For the small percentage of students who lived remotely and had no access to the internet through Comcast or cellular data, the District sites continued to provide independent study materials and phone support to continue learning for students.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LUSD Attendance Policy was updated to ensure the district was able to assess pupil progress through live contacts and synchronous instruction.

The Attendance Policy steps are as follows:

Teachers will take attendance each morning/period using Q.

Students will be required to have their video on during Zoom sessions the entire time.

If a student/family is not comfortable or refuses to have the video on, the teacher will contact the student/family.

If a student leaves early or arrives late, the teacher will adjust the attendance in Q.

Teachers will continue to sign the weekly verification report and submit to the office for auditing purposes. Alternative ways of verifying attendance through a waiver is being discussed and activated on for this year and after.

Attendance is determined through student participation for synchronous (live instruction) and asynchronous instruction (students learning the same material at different times and locations by showing evidence of participation or handing in work).

Besides teachers taking attendance, they are also completing an engagement module in Q to document weekly engagement as required.

The purpose of attendance is defined as:

- 1.Participating in education on a regular basis
- 2.Maintain flow of curriculum, building blocks
- 3.Monitor safety and well-being of students
- 4.Provide necessary supports of academic, social, emotional, and physical needs
- 5.Following Compulsory Education laws

District attendance codes were designed to document participation and the time value of pupil work. Coding using the guidelines below will be the means by which LUSD measures participation and the time value of pupil work.

- Present/Engaged: Student either participates in the zoom session or shows evidence of participation.
- Present/Not Engaged: student logs on to zoom but video is off and does not show evidence of participation.
- Absent/ Not Engaged: student does not participate in zoom session or no evidence of participation.
- Asynchronous: Students are not in a zoom session but are learning the same material at different times and locations by showing evidence of participation or handing in assigned work.

- All other previous codes are also still available.

Student work will be measured through a combination of participation and work completion in both live Zoom sessions, Google classroom (and other platform) assignments, as well as asynchronous work.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff development was provided to all new staff August 3-6, 2020, prior to the official return to work date. August 13, 14, 19, and 26th ,professional development sessions focused on providing engaging content in a digital environment was provided to all LUSD certificated staff. All training and staff development sessions were conducted remotely and will continue to be provided in a remote format. The District has redesigned the LUSD website with updated instructional resources for parents, staff, students and the community. The District acquired licensed Zoom accounts for teachers and will use this, in addition to Google Classroom, for instruction and attendance accounting.

Staff development for special education staff will utilize the same days and formats as with all staff; however, specific training will be conducted related to the needs of special education where resources will be provided. Topics of training to date have included: Special Education and Distance Learning, Assessments during Distance Learning, Paraeducators and Distance Learning, and Updates to the Distance Learning Plan. Principals will be provided training by the special education Coordinators monthly to address current topics and plans. Ongoing training for special education teachers will be held monthly by the Program.

Every Wednesday, teachers have opportunities to participate in live PD or to view recorded sessions that are housed in a Distance Learning Resources Google Classroom. Additionally, elementary sites have a common monthly minimum day where all teachers participate in professional development. This year our focus is on research based instructional routines and practices that increase literacy skills, and in how it may look in various learning environments.

The District held a professional development work day on October 30, 2020. The majority of the instruction was designed to assist staff in improving instruction both remotely and in person. Remind was offered District-wide to improve staff/parent communication. Pear Deck, KAMI, and Ed Puzzle District licenses were purchased to give staff more tools to improve lesson planning, Alegra Joy Learning was purchased and instructed to help staff increase literacy in TK - 1st grade, and Better Lessons PD assisted staff in improving the lesson design and scope for both remote and in person instruction.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Throughout the district, staff members from other departments are assisting Child Nutrition Services with the distribution of food. Noon Aides, Para Educators, and drivers from the Transportation Department are helping pack, deliver, and serve food to students.

The district's homeless liaison returned to work earlier than scheduled to start to reach out to families in need and support them in preparation for distance learning.

The general roles and responsibilities of staff members in Special Education have not changed; however, within their roles there are changes to working conditions. Teachers are engaged in distance learning and will be engaged in hybrid learning when in-person instruction resumes. Assessments will be conducted with personal protection equipment or virtually, as possible. Coordinators and Program Specialists are engaged in additional training for staff. Paraeducators are utilized for parent contacts about distance learning details.

Noon duty aides will help with the supervision of the students participating in the ASES full day programming. Their duties include: assisting with screening students upon arrival; supervision of students during PE/activity times; helping with delivery of food to the classrooms; and assisting ASES staff during student pick up.

The Superintendent and Deputy Superintendent of Education Services and Human Resources had significant changes in their job duties, including becoming the leads in policy and plan development in conjunction with the Santa Barbara County Department of Health, leading community resource plan development, and seeking resources outside the educational community. Maintenance staff continue to focus on routine repair work orders generated by site staff. Up until COVID, as a maintenance person's repair work orders reach the bottom, then they are asked to complete their "upgrade" type work orders. If there were a change for these staff, it would be in prioritization of some upgrade type work orders to install PPE at our school sites, ahead of those routine repair work orders that have always come first. As examples, some of those upgrade work orders include washer and dryer installs for mask laundering, hand-sanitizer pump installs in classrooms and other areas, plexiglass desk shield installations in those areas where large numbers of the public or other staff are expected to line up in front of a staff person's desk.

Grounds staff continue to focus on routine maintenance and upkeep of our outdoor areas with the goal of mowing, edging, and blowing once per week.

Custodial staff continue to clean and sanitize our indoor facilities such as classrooms, offices, and restrooms. For approximately 20 years, LUSD custodians have sanitized frequently touched surfaces with an EPA registered sanitizer. If there were a change in roles with our custodians, it would be in the fact that these staff are now performing a more rigorous surface sanitizing on a daily basis, and have been trained in other methods of applying those sanitizers (i.e. fogger application). An example of more rigorous would be sanitizing the light switches and door handles, where prior to COVID, these staff focused their sanitizing on only desk and sink fixtures. Secondly, when the hybrid model is implemented, custodial staff will be sanitizing frequently touched surfaces more than once per day, during each cohort break before a new group of students enters the classroom, and as always, at the end of the day. Although the role hasn't changed, the frequency of performance has been increased in this scenario.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The district has reached out earlier than usual to our county, homeless shelters, and other organizations to identify our Foster Youth as well as homeless. Next, our site liaisons and outreach consultants continue to reach out to the families at each site to support them as needed. For example, we wanted to offer spaces in our full day ASES programming for our homeless/foster youth first, before the program filled up. We also have ordered hotspots for our homeless shelter to provide greater connectivity for students residing there. Our district Foster Youth liaison and our district homeless liaison then communicate to district administration to share the needs of our families. Families are able to ask for support through a survey, electronic questionnaire, email, or phone contact with each site. An example, whether our students are in full distance learning or as we move to a hybrid model, include assistance receiving meals, transportation to and from school, school supplies, clothing, medical support, and camping supplies. Another focus our district has had is increased communication. Typically, our staff will fill out a progress report twice a semester. Starting this year all liaisons and outreach consultants will be filling one out every 4 weeks to ensure our families are being supported.

To support our EL learners, additional Professional development regarding EL instruction was held prior to the start of the school year and will also be ongoing. For example, some sessions have included how to infuse ELD into all content areas and understanding the difference between designated and integrated ELD instruction. We have also built in additional teacher planning, PD, and collaboration time to our Wednesday schedule.

Students in special education will receive instruction during distance learning in a manner that best meets the individual needs of the student. Students who have specialized academic instruction through the RSP-level program will have access to the level of services as specified on their IEP. Instructional materials, adapted as needed from the general education program, will be utilized. As well, students who have related services (e.g. speech/language, adapted P.E.) will also have access to the level of services as specified on their IEP. Services will be provided through both synchronous live interaction and access to asynchronous activities and instruction through the Google Classroom platform. For students whose more significant disabilities keep them from engaging for extended periods of time in virtual live interaction instruction, the students' providers will collaborate with parents on plans for the provision of both asynchronous instruction (e.g. access to providers' Google Classroom which contain pre-recorded videos and other activities), and/or individualized goal-based physical materials and packets which are developed by the special education service providers and given to the parent. In addition, the providers are guiding parents with strategies to enable these students to engage in live interaction with their teachers and peers in smaller segments, while trying to build tolerance for longer periods of time. Teachers are communicating with parents through a variety of means at least weekly (and more often for students that are not engaged in distance learning) to offer support. The district's behavior specialists are developing a series of training sessions specifically for parents regarding evidence-based strategies to assist with student engagement and managing more challenging behaviors.

The district is also partnering with Orenda Education (formerly Principal's Exchange), a thought partner for districts and schools seeking innovative, practical, and effective solutions that accelerate learning and achievement. Orenda will assist LUSD in completing an Equity

Study to serve as a baseline study to help school and district leaders understand the systems and conditions that are producing current student outcomes, particularly for the most vulnerable students. The study informs an action plan that maximizes results for students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional Development and Intervention services, software, and curriculum	\$748,088.00	Yes
The District purchased and distributed 250 Verizon WIFI hotspots to families throughout the city of Lompoc and surrounding areas.	\$68,500.00	Yes
The District is engaging in a public/private partnership to add a WIFI mesh network for the entire District that would provide free internet service for all families.	unknown.	Yes
New laptops for staff, to allow additional teachers, instructional assistants, and other staff to participate in and provide distance learning.	\$222,842.00	Yes
Document Camera's to allow teachers to improve Zoom learning experience.	\$31,820.25	Yes
Headphones and blue blocking glasses to improve student experiences with distance learning.	\$148,971.25	Yes
Additional Instructional Materials and Interventions	\$633,093.00	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Learning loss will be measured and monitored for all students in grades 4-12 will be assessed using the STAR English Language Arts and math assessments in August 2020. These results will be compared to STAR English Language Arts and math assessments administered prior to school closure in February 2020. DIBELS fluency, phonics and school site assessment comparisons will be used to measure and monitor learning in English Language Arts and math in grades 1-3.

Teachers are following the LUSD Assessment Calendar to administer benchmark assessments and measure progress (these benchmarks include standardized tests such as STAR, Smarter Balanced Interim Assessments along with common summative and formative assessments designed by PLC/grade level/department teams). LUSD will also administer the ELPAC for English language learners and all students in Grades 3-8 and 11 will be administered the CAASPP assessments in Spring 2021.

Students in special education will be one of the priority groups for in-person assessment and learning as described above. As the district considers implementing additional instructional days for students with learning loss, special education will plan to provide opportunities to students for additional learning opportunities, which may include Saturday school, school during scheduled breaks and Extended School Year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Leadership teams, alongside site principals, are working together to administer common formative assessments in reading to provide immediate data regarding student levels, as well as to progress monitor throughout the year. These benchmarks will serve as an indicator of student growth and will quickly identify students needing intervention.

The district will utilize benchmark assessments (STAR) in English Language Arts and math to determine the effectiveness of the supports implemented for English learners, low-income, foster and homeless youth, and students with exceptional needs. Some students will receive alternative assessments based on their individual education plans.

Using this data as a launching point, schools will identify students, particularly EL and foster/homeless students who need extra support. To minimize learning loss, small group instructional time has been built into the daily schedule. Additionally, the district has also hired more teachers to be available from 3-8 p.m. to provide instructional support/tutoring in all content areas. Students and families can access these

teachers to review material, or to clarify understanding. Parents can also use these educators to answer questions regarding the content or how to access materials.

The district is currently gathering interest from families and may offer a winter 2020-21 intersession to meet the specific needs of low income students, English learners, students with exceptional needs.

The district is partnering with Gateway Educational Services to provide 20 African American/Black students in 3rd-6th grade with support to meet grade level standards. The students will be participating in after school tutoring either in person or via distance learning. Parents will also receive support from Gateway to assist with advocacy and community outreach. Students will be given assessments and progress will be monitored during the 80 hours / 6 months of participation set to begin in January 2021. This partnership is at no cost to the school district.

The District recognizes that during remote learning, whether it is during Distance Learning or Hybrid Learning, students and families are in need of additional supports outside of the school day that they would not normally require. In order to assist our families and our teachers the LUSD will hire 2 additional teachers who will teach during after-school hours for a total of five (5) hours. Their hours will begin during our traditional teacher's preparation time, approximately 2:00 to allow them to collaborate with the student(s) school day teachers to better understand classroom and assignment expectations. Students will be provided the appropriate log-in credentials so they can access the teachers on an as-needed basis. The duties of the after-school teacher tutor will be similar to those of a traditional teacher, with the exception of assigning grades. The positions are posted on EdJoin and we are hopeful to have them hired and ready to start early in the school year.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The district will utilize benchmark assessments (STAR) in English Language Arts and math to determine the effectiveness of the supports implemented for English learners, low-income, foster and homeless youth, and students with exceptional needs.

To assist our Foster and Homeless population, we will be providing connectivity hot spots to the shelter. Additionally, our site liaisons reached out to all homeless and foster youth to offer them spaces in our full day ASES programming.

Literacy Specialists will measure the progress of the first through third grade students identified as meeting criteria for intensive level support and will evaluate student progress using a range of reading assessments from the Wonders Assessment Guide. The results will be reported to the classroom teacher, site administrator and shared with parents. Student receiving special education services will assess progress through the monitoring of individual student IEP goals, in addition to STAR data comparison for students in grades 4-12.

Two additional teachers were hired to provide academic support for students and families from 2-8 p.m. nightly. This additional learning time is meant to help reduce the learning loss of pupils. Another measure implemented by the district is the hiring of teachers to instruct Saturday School. Students can use both the after school instruction, as well as the Saturday school assistance, to review content and to receive

assistance in any subject matter. Families suggested this type of support (in the evenings and/or weekends), so that they could be present to understand the expectations for their students.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Renaissance Place STAR Reading, Common formative assessment development, Interim Assessment Block Training, and Math Assessment development	\$436,950.00	Yes
Development of Reading Focused TK-6 professional development	\$75,000.00	Yes
CORE Reading Training for Literacy Specialists	\$3,500.00	Yes
Two full time support teachers(evenings)	\$159,190	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To support the mental health and social and emotional well-being of pupils, the District has established a goal of student connectivity and will be implementing a number of activities to increase connectivity. Teachers were provided professional development in social emotional learning during the PD days before the school year began and will be provided follow up training on Wednesday PD days. The District is seeking a contract for social emotional support for families in the afternoons and hiring a school counselor to support social emotional learning across the district. LUSD continues to contract with agencies through district and grant funds to provide social-emotional support to students and families through the sites. The Lompoc Unified School District collaborates with the agencies to ensure that the services provided will address trauma and the other social-emotional impacts of COVID-19.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

LUSD school sites are using a standard district-wide multi-tiered system of support matrix to use to re-engage students. Each site has added their own site related resources/interventions for each tier. Below is the list provided which also includes our Truancy steps and interventions:

Tier 1 Supports:

Each site will provide some of the following support for students that are absent for all or part of a school day:

- Teacher reaches out to student/family

- Automated calling system calls out

- Update contact information (cell phone, email, message number)

- Technology support (equipment, connectivity)

- Engagement strategies (connecting families with school site, teachers)

- Document all strategies provided by site

- Live or pre-recorded lessons may be available

Each site will review attendance records on Monday for the previous week and identify students/families that need additional support/resources

- Social Emotional Learning in classrooms (i.e. Second Step, mindfulness, yoga)

- Parent engagement for Social Emotional Learning and academic support

Tier 2 Supports:

Each site will review student engagement records for the previous week on Monday to identify students who were absent at least 2 days that need Tier 2 support/resources. Additional support/resources may include Tier 1 supports and the following:

- School site interventions/teams

- Student engagement groups

- Second Step or Social Emotional Learning small-group intervention

Family support--parent conferences, liaison support
Education support
Small group support
Letters sent home to families at or after the 3rd and 5th absence
ASM meetings scheduled with parents at or after the 5th absence

Tier 3 Supports:

Each site will review student engagement records for the previous week on Monday to identify students who have missed 3 school days or 60% of instruction that need Tier 3 support/resources. Additional support/resources may include Tier 1 and Tier 2 supports and the following:

Mental health referral, school-based counseling

Family Support--parenting classes, referral to outside agencies for case management or counseling

Letters sent home to families at or after the 8th and the 11th absence

AM meetings scheduled with parents at or after the 8th absence

School Attendance and Review Board meetings scheduled with parents at or after the 11th absence

Connections to community resources through School Attendance and Review Board

An additional counselor was added to address student and family needs. The counselor will be available to provide families assistance with academics, finding resources, and to assist with any social emotional concerns. The Counselor is hosting after school sessions that focus on self awareness, self management, relationships, and decision making for elementary, middle school and high school students. Our adult education program is also providing ongoing parent academies, in both English and Spanish to assist parents in understanding distance learning.

Additional support to parents in English and Spanish is available through the home/school liaisons assigned to each school site. The liaisons work with the families daily to ensure access to the tiers of support available for student engagement. In addition, sites are using check in surveys to ensure students and parents have the opportunity to communicate about their needs. Site administrators and MTSS team members can then follow up to provide support.

If parents cannot log in or access tech at all, Adult Education is offering in person office hours (1:1 and by appointment) to support those families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Lompoc Unified School District will be distributing meals on Mondays, Wednesdays and Fridays from 11:00 AM-1:00 PM. Students are welcome to pick up from any school site. They are offered breakfast and lunch for all 5 days of the week. The program is operating under the Summer Food Service Program (SFSP), which permits all children 18 and under to pick up meals, free of charge. The Summer Food Service Program is a federally-funded, state administered program. Student meal eligibility is not in effect under SFSP and all reimbursable meals are claimed at a set reimbursement rate of \$2.3750 per breakfast and \$4.1525 per lunch. School Nutrition Programs are only reimbursed for serving meals that meet USDA standards and are approved by the California Department of Education. Child Nutrition Services has revised the meal counting and claiming procedures for program integrity while operating under SFSP. The meals served under SFSP are the primary source of revenue for Fund 13. The LEA has communicated meal service details through district-wide mailing, phone calls, the website, and social media. All menus have been planned in accordance with the USDA nutrition guidelines and the Healthy, Hunger-Free Kids Act.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Hire two staff and a principal to provide after school instruction to foster and homeless youth, second language learners, low income students and students struggling with distance learning assignments.	\$278,000.00	Yes
Distance Learning Program (Continuity of Instruction)	Purchase online digital curriculum for 7th and 8th grade science instruction, TK-12 reading software,LHS Newslea digital curriculum for English Language Arts, science, social studies, and social emotional curriculum, 9-12 Reading Support Software and dual language digital curriculum.	\$118,000.00	Yes
Mental Health and Social and Emotional Well-Being	Hired additional school psychologist	\$77,597.71	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health Student Support materials and interventions	\$60,821.75	Yes
Mental Health and Social and Emotional Well-Being	1.0 FTE Secondary Counselor and CHS, LHS counseling services	\$131,698.32	Yes
Distance Learning Program (Continuity of Instruction)	Hiring of three additional 1.0 FTE teachers	\$181,608.21	Yes
Pupil Learning Loss	Additional ASES Sites and Additional ASES time/days	TBD	Yes
School Nutrition	Additional funds to support school nutrition	\$207,567.24	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.87%	6,166,732.41

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English Learners and low income students were of first consideration when structuring the programs put into place to meet the needs of students most at-risk for learning loss. There are 92 Foster Youth, 546 Homeless Youth and 1,379 English Learners in the Lompoc Unified School District. ASES programs opened at Fillmore, La Canada, Hapgood, Clarence Ruth, and La Honda Elementary Schools. Slots for foster and homeless youth were given first priority, grades K-6. The ASES staff offer a structured, safe environment for student learning and after-school learning enrichment activities each Monday, Tuesday, Thursday and Friday.

English learners require a full year of English language development. English language support courses are built into the 2020-2021 secondary master schedules for middle and high school students. The elementary hybrid and remote teaching schedules included designated ELD. ELPAC summative testing is structured to first test students in grades 9-12, in an effort to assess and, when appropriate, redesignate students meeting District criteria. This is important in ensuring those who may be redesignated are given the opportunity to take additional elective or content courses, ensuring equity and access to a wide range of curricular options. Common formative assessments will give us diagnostic information regarding potential learning loss. The use of benchmark testing throughout the year, coupled with an analysis of attendance and grades, will provide insight as to the effectiveness of these measures. It will also guide us in providing additional supports for these students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

To assist our Foster and Homeless population, we are providing connectivity hotspots to the local homeless shelter. Additionally, our site liaisons are contacting all homeless and foster youth and offering those students spaces in our full day ASES program for students in grades TK-6. The ASES full day program is held at Fillmore Elementary, Clarence Ruth Elementary, La Canada Elementary, Hapgood Elementary, and La Honda Elementary schools four days each week. School meals are available to all qualifying students, providing breakfast and lunch for the five-day school week to all interested students. Foster youth, English learners and low income students have first priority during the after-hours instructional offerings provided by two certificated teachers, provided from 3 p.m. to 8 p.m. five days each week. The teachers are bilingual and available to support all students in grade level content. If a student is taking an accelerated course and needs additional assistance, the after-hours teachers will communicate directly with the student's high school content teacher.

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LOMPOC UNIFIED SCHOOL DISTRICT

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lompoc Unified School District	Trevor McDonald Superintendent	mcdonald.trevor@lUSD.org (805) 742-3300

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Lompoc Valley Middle School
Maple High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The previous Director of Common Core and Innovation met with site administrators from both identified sites in the late spring to begin developing a needs assessment. The new Coordinator of Education Services followed up with a meeting to review the need assessment, CSI indicators, Dashboard data, past goals/actions, and current status. The Coordinator will assist both sites in analyzing Dashboard data, survey data from the needs assessment, brainstorming action items (materials, resources, supports), and finalizing the plan and budget allocations. Both sites are collecting more information from their teachers, staff, parents, and students through surveys. The Coordinator will also review each site's SPSA plan and other data such as California Healthy Kids Survey, CAASPP data, Benchmark data, and stakeholder input to support the site in plan development. The Coordinator will support the schools by taking the lead with budget allocations, documentation, and reporting. Both sites completed a detailed needs assessment where staff ranked the school's effectiveness in several areas such information and analysis, student achievement, quality planning, professional development, leadership, partner engagement, and continuous improvement. The Coordinator will assist the principal in analyzing this data and using it to inform the CSI plan and goal areas.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The Coordinator will meet with each site administrator at least three times annually to review the plan including goal areas, action items, budget allocations, and progress on goals. The Coordinator will assist with progress monitoring by reviewing the alignment of CSI and SPSA goals, mid-year survey feedback, progress on benchmarks, changes in students' feeling of connectedness, parent engagement, attendance rates, suspension rates, and graduation rates. The Coordinator will assist the school in developing mid year and end of year survey or progress monitoring tools to assess the effectiveness of the plan to support school improvement. For example, the Coordinator will encourage the site administrator to give staff an opportunity to provide mid year feedback (similar to the beginning of the year needs assessment) to determine progress and make adjustments to the plan for the remaining months of the school year.

LUSD COVID-19 Action Plan

<https://bit.ly/LUSDPlan>

Please note, this is a “living document” and may change as needed based on Public Health guidance, State regulations, etc. We appreciate your flexibility and grace.

Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.

Bruce Lee



Phase 1 Plan

- ▶ Students will be starting on August 17 with distance learning.
- ▶ Online learning
- ▶ Distribution of learning packets, textbooks
- ▶ Connection and outreach to students
- ▶ Orientation with stakeholders
- ▶ Technology distribution
- ▶ Staff professional development
- ▶ Assessment and scope and sequence for instruction

California Dept. of Education AND Santa Barbara County Public Health Dept. recommend reopening school

No

Distance Learning Only

LUSD starts in Distance Learning and regular revisits. Decisions made at a district level.

Should LUSD make a change to which phase a school is in?

Look at these six areas. If one area is a “NO” LUSD does not proceed to the next phase.

If all areas are a “YES” LUSD will proceed to the next phase.

Cases at school

YES, IF, Flat or Decreasing.
No evidence of on-campus transmission for 4 weeks

PPE

YES, IF,
Adequate for # of staff/students on campus

Wellness Checks

YES, IF
Adequate for # of staff/students on campus

Physical Capacity

YES, IF
Adequate for # of staff/students on campus

Custodial

YES, IF,
Adequate for # of staff/students on campus

Transportation

YES, IF
Adequate for # of staff/students on campus

If ALL Yes

Next Phase with more in-person instruction

No, If Rising

NO, If Inadequate

NO, If Inadequate

NO, If Inadequate

NO, If Inadequate

NO, If Inadequate

No

Same or Previous Phase

LUSD REOPENING PLAN

Final decisions depend on labor negotiations, budget limitations, governmental regulations (e.g., health and safety), etc.

Phase 1: Distance Learning	Phase 2: Very Limited in-person	Phase 3: Hybrid Model	Phase 4: Traditional
<p><u>All students</u></p> <ul style="list-style-type: none"> - online learning - distribution of learning packets, textbooks - connection and outreach to students - orientation with stakeholders - technology distribution - staff professional development - assessment and scope and sequence for instruction 	<p><u>All students</u> – Distance Learning available</p> <p><u>Some students</u> have additional in person small group instruction based on equity.</p> <p><u>All Mild-Mod-Severe SDC, Foster Youth, Homeless, EL</u> students on campus every day</p> <p>Plan for Initial ELPAC, urgent Special Ed assessments</p> <p>Groups will be slowly phased in</p>	<p><u>All students</u> – Cohort A/B rotation + additional time for in person, small groups based on equity.</p> <p>+ Distance learning available</p> <p><u>All Mild-Mod-Severe SDC:</u> students on campus every day</p> <p>(physical distancing and therefore lower numbers of students per class)</p>	<p><u>All students</u> –in-person provided</p> <p>+Distance learning available</p> <p><u>All Mild-Mod-Severe, SDC</u> students on campus every day</p>
<p>Distance Learning only option is not impacted by phases.</p> <p>Phases will be regularly re-evaluated</p>			

Phase 1 Elementary Schedule

Please reference the following pages for elementary schedules. Please note that each grade level has a unique schedule with slight variations.

Please note- there is a UNIQUE schedule for each grade level. Subjects remain the same, but time/order of the subject varies to allow for support staff to assist.

TK/K Jump Start 8/17/20 - 9/4/20

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL	Take attendance/ Morning welcome	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL
8:15-8:50	Language Arts--Whole class instruction	Language Arts--Whole class instruction	Zoom/Language Arts--Whole class instruction	Language Arts--Whole class instruction	Language Arts--Whole class instruction
8:50-9:00	Stretch Break	Stretch Break	Stretch Break	Stretch Break	Stretch Break
9:00 - 10:00	Language Arts--Foundational Literacy small groups & 1:1 assessment, or teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups & 1:1 assessment, Teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts--Foundational Literacy small groups Teacher leads three 10 minute groups or 1:1 assessments & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups, 1:1 assessments, or Teacher leads three 10 minute groups & English Language Development Groups/Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.)	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work & 1:1 assessments	Math small groups Independent work & assessments	10:30-12:30 Professional Development for teachers/ PLCs	Math small groups Independent work & 1:1 assessments	Math small groups, Independent work & 1:1 assessments

STUDENT/TEACHER SCHEDULE TK-K (Student instructional minutes-195 minutes; state requirement is 180 minutes for Kindergarten)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL	Take attendance/ Morning welcome	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL
8:15-9:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:00 - 10:00	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.) 10:30-12:30 Professional Development for teachers/ PLCs	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work	Math small groups Independent work		Math small groups Independent work	Math small groups Independent work
11:30 - 1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	TEACHER LUNCH 12:30-1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min
1:00 - 1:30	Designated ELD for ELs Lexia/MyOn, etc for EOs	Designated ELD for ELs Lexia/MyOn, etc for EOs	TEACHER PREP 1:00-3:00	Designated ELD for ELs Lexia/MyO, etc for EOs	Designated ELD for ELs Lexia/MyO, etc for EOs
1:30-2:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00		Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00

STUDENT/TEACHER SCHEDULE 1st GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:00 - 10:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Art -Foundational Literacy small groups Teacher leads small group Independent work for students when not in small group instruction
10:00 - 10:30	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Zoom/Designated ELD for ELD students Independent work for EOs	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30 Student independent work 10:30-12:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Recess	Recess		Recess	Recess
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction		Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30 - 1:00	Lunch	Lunch	TEACHER LUNCH 12:30-1:00	Lunch	Lunch
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30 - 2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles	Zoom/SEL lessons/ Classroom circles
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15 - 10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction		Zoom/Language Arts-Whole class instruction	Zoom/Language Arts -Whole class instruction
10:00 - 10:30	Recess	Recess		Recess	Recess
10:30-11:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00 Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30-12:30	Lunch (30 minutes) & 12:00- 12:30 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non- PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	TEACHER LUNCH 12:30-1:00	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher
12:30 - 1:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	TEACHER PREP 1:00-3:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30-2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles	Zoom/SEL lessons/ Classroom circles
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

3rd grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 8:45	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Language Arts-Whole class instruction	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
8:45-9:15	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non PE- teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher
9:15-10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
10:00-10:30	Recess	Recess	Student independent work 10:30-12:00	Recess	Recess
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30-1:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:00-2:00	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction		Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

4th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:00	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instructions	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction
9:00-9:45	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:45-10:15	Recess	Recess		Recess	Recess
10:15-10:45	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Student independent work 10:30-12:00	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
10:45 - 11:45	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:45 - 12:15	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:15 - 1:15	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
1:15-1:45	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess		Recess	Recess
10:30-11:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30 - 12:00	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Professional Development for teachers/ PLC time 10:30-12:30	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
12:00-12:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ Review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time


6th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30-11:30	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00 Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30 - 12:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
12:00-12:30	Lunch	Lunch		Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)		Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep	Complete classwork assignments Teacher Prep		Complete classwork assignments Teacher Prep	Complete classwork assignments Teacher Prep

REQUIRED ZOOM TIMES**Guidance for Core Instructional Schedule**

Teachers should pull small groups for at least 2 hours daily to differentiate instruction and address learning loss.

Content	Student Frequency	Focus
Morning Meeting	4x/week	<p>Opportunity to build student relationships to reinforce the purpose of welcome. Set expectations for day/review rules/behavior goal of day. Click HERE for a lesson template developed based on a 30 min lesson. It can easily be modified. Classroom Mgt needs to be taught throughout the day from day 1 - day 20. Brain breaks are key - See the lesson template above!</p>
Foundational Literacy OR Math (small groups)	4x/week	<p>All students need daily work to learn how to decode, read fluently, comprehend text, and write effectively. Teachers and paraeducators/tutors provide daily, small group instruction. Example:</p> <p>A - work with Teacher (20min) B - work with para/other support or indep (20 min) C - work independently on foundational skills (alone or partners) D - work independently on foundational skills (alone or partners)</p> <p>For those students working independently: Click HERE to watch just the beginning of this excellent lesson on problem solving. Teacher is a K teacher, but this would work with any level TK-12 during independent work time using a recorded lesson.</p> <p>Illustrative Math Distance Resources: This is a doable way for K-8 teachers to include rich math problem solving discussion in math lessons (synchronous or asynchronous). Leveled prompts are included with each image.</p> <p>Click on the grade level to access the slides: K-5 6-8</p> <p>Small group work and independent work needs to be STANDARDS BASED.</p>
ELA	Daily	<p>ELA instruction should be anchored in the adopted curriculum and instructional routines. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate reading strategies such as multiple readings and building vocabulary knowledge. To extend learning, students should also engage independent reading and writing each day and receive regular feedback from the teacher.</p>
ELD	Daily	<p>30 minutes of Designated ELD Instruction will be taught to English Learners, as well as integrated ELD through core content areas. Students will be grouped by grade level and ability. Grade level teachers will each have a level they teach during the same designated time so that all students receive leveled instruction tailored to their needs.</p>
Math	Daily	<p>Math instruction will consist of daily teacher-led lessons that are aligned to grade level standards. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate proven strategies such as using visuals and manipulatives, and engaging in number talks.</p>
Science	Mostly integrated	<p>Teachers emphasize NGSS standards and integrate with literacy when possible. Students should engage in independent science learning at least once a week and a teacher-directed lesson at least 2 times/week (for grades 3-6).</p>

Social Studies	Integrated	Social studies themes should be integrated into ELA whenever possible.						
Physical Education	2x/week	Daily exercise for every child with 2 structured P.E. lessons per week. (80 minutes per week in grades 4-6)						
Music & Art	1-2x/week	Arts themes should be integrated with academic content when possible.						
Classroom circles & Social emotional learning (SEL)	Daily	<p>Teacher-led classroom circles, coupled with SEL lessons, to build community and allow teachers to check for understanding, review learning goals, objectives, and assignments or as an opportunity to integrate weekly academic content (e.g. science, art, current events, etc).</p> <p>Reflection - student academic & behavior reflection is key. SEL--Optimistic send off or something to look forward to or connect to tomorrow's learning. See below resources.</p> <div><div><p>THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM* Creating the Conditions for Student Learning</p><p><small>OSDE Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy</small></p><table><tr><td><p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p></td><td><p>EXAMPLES FROM THE CLASSROOM</p><ul style="list-style-type: none">• Every voice is heard• Purposeful social interactions• Class meetings• Smile & greet each person by name<p>SCHOOL-WIDE</p><ul style="list-style-type: none">• Adults express joy in seeing students• Stack of breakfast items on office counter = glad to see late arrivals• Morning announcements include student voice</td></tr><tr><td><p>ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p></td><td><p>EXAMPLES FROM THE CLASSROOM</p><ul style="list-style-type: none">• Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group• Explicitly teach SEL skills through evidence-based programs• Tune In Your Partner: Sharing and listening to make sense of new input• Co-create and regularly revisit working agreements with your students• Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection</td></tr><tr><td><p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward Provides intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p></td><td><p>EXAMPLES FROM THE CLASSROOM</p><p>Think of...</p><ul style="list-style-type: none">• Something I learned today• Someone I was able to help• Something I want to share with an adult• Something I'm looking forward to doing tomorrow• Something I enjoyed about the day• Someone who was kind/helpful to me</td></tr></table></div></div> <div><div><h3>Teachers Want Clear Guidance in New Environment</h3><p>Transition to Remote Learning While Managing Student Wellness Overwhelming</p><p>Expert Insights Highlight Four Key Themes for Educators During COVID-19</p><div><div><p>Connect with students individually</p><ul style="list-style-type: none">- Send a note to check in- Send positive feedback to work- Ask questions to individual students during synchronous classes- Give shoutouts in weekly updates</div><div><p>Help students to connect with each other</p><ul style="list-style-type: none">- Consider using Zoom breakout rooms for group discussions- Pair students to collaborate on virtual assignments- Set up virtual "coffee hours" for students to join</div><div><p>Use optimistic language</p><ul style="list-style-type: none">- "When we come back next fall..."- "When you're back playing in sports teams/musical ensembles"- "Who's looking forward to returning to school lunches?"</div><div><p>Maintain a trauma-informed lens</p><ul style="list-style-type: none">- Watch for disconnected students- Use Relationship Mapping to prioritize building connections- Assume that every student in your class could be experiencing trauma at this time</div></div></div></div>	<p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none">• Every voice is heard• Purposeful social interactions• Class meetings• Smile & greet each person by name <p>SCHOOL-WIDE</p> <ul style="list-style-type: none">• Adults express joy in seeing students• Stack of breakfast items on office counter = glad to see late arrivals• Morning announcements include student voice	<p>ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none">• Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group• Explicitly teach SEL skills through evidence-based programs• Tune In Your Partner: Sharing and listening to make sense of new input• Co-create and regularly revisit working agreements with your students• Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection	<p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward Provides intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <p>Think of...</p> <ul style="list-style-type: none">• Something I learned today• Someone I was able to help• Something I want to share with an adult• Something I'm looking forward to doing tomorrow• Something I enjoyed about the day• Someone who was kind/helpful to me
<p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none">• Every voice is heard• Purposeful social interactions• Class meetings• Smile & greet each person by name <p>SCHOOL-WIDE</p> <ul style="list-style-type: none">• Adults express joy in seeing students• Stack of breakfast items on office counter = glad to see late arrivals• Morning announcements include student voice							
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Teachers Want Clear Guidance in New Environment

Transition to Remote Learning While Managing Student Wellness Overwhelming

Expert Insights Highlight Four Key Themes for Educators During COVID-19

Connect with students individually

- Send a note to check in
- Send positive feedback to work
- Ask questions to individual students during synchronous classes
- Give shoutouts in weekly updates

Help students to connect with each other

- Consider using Zoom breakout rooms for group discussions
- Pair students to collaborate on virtual assignments
- Set up virtual "coffee hours" for students to join




Use optimistic language

- "When we come back next fall..."
- "When you're back playing in sports teams/musical ensembles"
- "Who's looking forward to returning to school lunches?"

Maintain a trauma-informed lens

- Watch for disconnected students
- Use Relationship Mapping to prioritize building connections
- Assume that every student in your class could be experiencing trauma at this time



		<div> <div> <h3>3 Signature SEL Practices</h3> <div>  <h4>Welcoming/Inclusion Activities</h4> <ul style="list-style-type: none"> Open-ended community building allows interactions that support creating connections to one another and the work </div> <div>  <h4>Engaging Practices</h4> <p><i>Sense-Making, Transitions, Brain Breaks</i></p> <ul style="list-style-type: none"> Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen Brain breaks: time to stand, stretch, relax, and focus on readiness to learn </div> <div>  <h4>Optimistic Closures</h4> <p><i>Reflections and Looking Forward</i></p> <ul style="list-style-type: none"> May be reflective about the learning, help identify next steps, or make connections to one's own work </div> </div> <div> </div> </div>
Independent Reading/MyOn	Daily	<p>This is an opportunity to update our teaching practices toward more effective outcomes inline with Governor Newsome's requirement for more rigor. Additionally, this is our chance to increase engagement by offering learning activities that foster student:</p> <ul style="list-style-type: none"> -independence -self efficacy -voice -choice <p>This could also be used as a 1:1 time for teachers to work with students on foundational skills such as high frequency words or fluency or vocabulary or goal setting or formative assessment/progress monitoring/feedback.</p> <p>We have site-based experts who can assist teachers with how to maximize the impact of this time.</p>

REQUIRED ZOOM TIMES

(Student instructional minutes 240+; state requirement is 230 for grades 1-3 per AB 77-Section 43501)

SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas; (4) special education, related services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b)).

Secondary Phase 1 Teacher Schedule: <https://bit.ly/remotesched>

Regular Schedule	Mon/Tues/Thurs/Fri
8:00 - 8:45	Office Hours
8:45 - 9:45	Period 1 (Zoom)
9:45 - 10:00	Break
10:00 - 11:00	Period 2 (Zoom)
11:00 - 11:45	Lunch
11:45 - 12:45	Period 3 (Zoom)
12:45 - 1:00	Break
1:00 - 2:00	Period 4 (Zoom)
2:00 - 3:00	Prep

Late Start Schedule	Wednesday
8:00 – 10:00	Professional Development Site Meetings
10:00 - 10:30	Period 1 (Zoom)
10:35 - 11:05	Period 2 (Zoom)
11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:15	Period 4 (Zoom)
12:15 - 1:00	Lunch
1:00 - 3:00	Prep

Secondary Teacher Phase 1 Schedule-

Terms Defined:

Office Hours—Teachers will either schedule individual/small group appointments and/or be available for student drop-in appointments.

Zoom—A combination of direction instruction through Zoom, learning through an LMS (Google Classroom or Canvas), or other activities as directed by the teacher.

Prep—Time for teachers to plan learning activities, record videos, set up the LMS, or engage in other teacher-directed professional duties.

Professional Development/Site Meetings—Site- or district-directed professional development, PLC meetings, staff meetings, or other meetings determined by site administration.

Secondary Phase 1 Student Schedule: <https://bit.ly/remotesched>

Regular Schedule	Mon/Tues/Thurs/Fri	Late Start Schedule	Wednesday
8:00 - 8:45	Teacher Office Hours	8:00 – 10:00	Asynchronous Learning
8:45 - 9:45	Period 1 (Zoom)		
9:45 - 10:00	Break		
10:00 - 11:00	Period 2 (Zoom)	10:00 - 10:30	Period 1 (Zoom)
		10:35 - 11:05	Period 2 (Zoom)
11:00 - 11:45	Lunch	11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:45	Period 3 (Zoom)	11:45 - 12:15	Period 4 (Zoom)
12:45 - 1:00	Break	12:15 - 1:00	Lunch
1:00 - 2:00	Period 4 (Zoom)	1:00 -	Homework
2:00 -	Homework		

Secondary Student Phase 1 Schedule-

Terms Defined:

Teacher Office Hours—Teachers will either schedule individual/small group appointments and/or be available for student drop-in appointments.

Zoom—A combination of direction instruction through Zoom, learning through an LMS (Google Classroom or Canvas), or other activities as directed by the teacher.

Asynchronous Learning—Student learning through a teacher-provided activity, which can include, but is not limited to a slide presentation, a video presentation, discussion posts, guided exploration of online content, or other activities.

Asynchronous learning is not the same as homework activities, but can include guided practice with electronic feedback. “Asynchronous” means that students will not be engaged in the same activity at the exact same time.

Elementary Hybrid (Phase 2 & 3) Schedule

Elementary Reopening Schedule- https://bit.ly/LUSDschedules				
		Mon/Tues	Wed	Thurs/Fri
	Grades TK/K	AM-Cohort A	Small groups, Whole Class, Intervention, PLC (Instruction done virtually)	AM-Cohort A
		PM-Cohort B		PM-Cohort B
	Grades 1st-6th	Cohort A- Full Day		Cohort B- Full Day
	Grades TK-6th (staggered start/end times)	SDC	SDC	SDC
Cohort	In-person	Virtual		
Students in Grades TK/K	Mon, Tues, Thurs & Fri half-day	At-home learning may be done w/ packets instead of virtually		
Students in Cohort A (Grades 1-6)	Mon/Tues	Wed/Thurs/Fri		
Students in Cohort B (Grades 1-6)	Thurs/Fri	Mon/Tues/Wed		

Secondary Hybrid (Phase 2 & 3) Schedule

High School/Middle School Reopening Schedule- https://bit.ly/LUSDschedules				
	<u>TIMES</u>	<u>Mon/Tues</u> <u>Cohort A</u>	<u>Wed</u>	<u>Thurs/Fri</u> <u>Cohort B</u>
		0 Period		
Exact times may vary by site,	8:00 - 9:00	Entering school procedures		
but durations will remain the same	9:00-11:00	Period 1/3		Period 1/3
*MHS/CDS will vary	11:00-12:00	Lunch	Small groups, Whole Class, Intervention, PLC	Lunch
	12:00-2:00	Period 2/4		Period 2/4
	2:00-3:00	Prep/CIF		Prep/CIF
	Staggered start/end times	SDC	SDC	SDC
STUDENTS				
Classes	In-person Class	Virtual Class	BREAKDOWN OF PERIODS	
Period 1-8	120 min/week	120 min/week	Semester 1	
			Periods 1, 2, 3, 4	
Cohort	In-person	Virtual	Semester 2	
Cohort A	Mon/Tues	Wed/Thurs/Fri	Periods 5, 6, 7, 8	
Cohort B	Thurs/Fri	Mon/Tues/Wed		

LUSD Plan de Acción por el COVID-19

<https://bit.ly/LUSDPlan>

Tenga presente que este es un “documento constantemente actualizado” y puede modificarse como sea necesario basado en las directivas de Salud Pública, las regulaciones Estatales, etc. Agradecemos su flexibilidad y comprensión.

Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.

Bruce Lee



Plan - Fase #1

- ▶ Estudiantes iniciarán clases el 17 de agosto con el aprendizaje a distancia (en línea).
- ▶ Aprendizaje a distancia
- ▶ Distribución de paquetes para el aprendizaje, libros de texto
- ▶ Conexión y comunicación con los estudiantes
- ▶ Orientación para los interesados.
- ▶ Distribución de dispositivos tecnológicos
- ▶ Capacitación profesional para el personal
- ▶ Evaluación, capacidad y secuencia para la enseñanza

El Departamento de Educación de California Y el Departamento de Salud Pública del Condado de Santa Bárbara recomiendan reabrir las escuelas

LUSD comienza con en el aprendizaje a distancia en línea y constante monitoreo. Las decisiones se tomaron a nivel distrital.

¿Debería LUSD hacer un cambio referente a la fase en la que se encuentra una escuela?
Mire las siguientes seis áreas. Si un área es un "NO", LUSD no pasa a la siguiente fase.
Si todas las áreas son un "SÍ", LUSD pasará a la siguiente fase.

Casos en la escuela

Sí, SI, estable o disminuyendo. Sin evidencia de transmisión en el plantel escolar durante 4 semanas

Equipo de Protección Personal (PPE)

SI SI,
Adecuado para # de personal y estudiantes en el plantel escolar

Monitoreo de salud

SI SI,
Adecuado para # de personal y estudiantes en el plantel escolar

Capacidad de espacio en instalaciones

SI SI,
Adecuado para # de personal y estudiantes en el plantel escolar

Personal de Mantenimiento

SI SI,
Adecuado para # de personal y estudiantes en el plantel escolar

Equipo de Protección

SI SI,
Adecuado para # de personal y estudiantes en el plantel escolar

No, si en aumento

NO, si no es adecuado

NO, si no es adecuado

NO, si no es adecuado

NO, si no es adecuado

NO, si no es adecuado

No

Aprendizaje a Distancia en Línea solamente

SI
TODO
ES SI

Siguiente fase con más instrucción en persona

No

Fase igual o previa

PLAN DE REAPERTURA DEL LUSD

Las decisiones finales dependen de negociaciones laborales, limitaciones presupuestarias, regulaciones gubernamentales (por ejemplo, salud y seguridad), etc.

fase 1: Aprendizaje a Distancia en Línea	fase 2: Muy limitado en-persona	fase 3: Modelo de Enseñanza Híbrida (una combinación del aprendizaje a Distancia en Línea y en persona)	fase 4: Tradicional
<p><u>TODOS los estudiantes</u></p> <ul style="list-style-type: none"> - Aprendizaje en línea - distribución de paquetes de aprendizaje, libros de texto, comunicación y conexión con los estudiantes - Orientación general para los interesados - distribución de dispositivos tecnológicos - Capacitación 	<p><u>TODOS los estudiantes</u> – Aprendizaje a Distancia en Línea disponible</p> <p><u>Algunos estudiantes</u> reciba instrucción adicional en persona en grupos pequeños basada en la equidad.</p> <p><u>Todos los estudiantes con discapacidades leves-moderadas y severas en clases de Educación Especial, en hogares de crianza, jóvenes sin hogar, estudiantes EL,</u> estudiantes en el plantel escolar todos los días</p>	<p><u>TODOS los estudiantes</u> – Rotación de grupos A/B + tiempo adicional para la enseñanza en persona, grupos pequeños basados en la equidad</p> <p>+ Aprendizaje a Distancia en línea disponible</p> <p><u>Todos los estudiantes con discapacidades leves-moderadas- y severas, estudiantes en clases especiales, (SDC):</u> estudiantes en el plantel escolar todos los días</p> <p>(distanciamiento social y, por tanto, menor número de</p>	<p><u>TODOS los estudiantes</u> – Proporcionar el Aprendizaje en persona</p> <p>+El Aprendizaje a Distancia en línea disponible</p> <p><u>Todos los estudiantes con discapacidades leves-moderadas- y severas, estudiantes en clases especial (SDC)</u> estudiantes en el plantel escolar todos los días</p>

Horario de Primaria - Fase #1

Utilice el siguiente enlace para acceder los horarios de primaria. Tenga presente que cada nivel de grado tiene su horario individual con algunas variaciones.

Tenga en cuenta que hay un horario ESPECÍFICO para cada nivel de grado. Los temas siguen siendo los mismos, pero el horario y orden del tema varía para permitir que el personal de apoyo ayude a los estudiantes.

HORARIO JUMP START (DÍAS CORTOS) PARA GRADOS TK-Kínder 8/17/20 – 9/4/20

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Bienvenida	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)
8:15-8:50	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom
8:50 – 9:00	Descanso	Descanso	Descanso	Descanso	Descanso
9:00 - 10:00	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños y evaluación individual 1:1, maestro dirige tres grupos de 10 minutos y Grupos Desarrollo del Idioma Inglés. Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños y evaluación individual 1:1, maestro dirige tres grupos de 10 minutos y Grupos Desarrollo del Idioma Inglés. Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	9:00 – 9:30 Instrucción en Matemáticas -Instrucción en grupo en Zoom 9:30 – 10:00 Maestro verifica la comprensión y entendimiento de lecciones mientras estudiantes trabajan en asignaciones de trabajo independiente	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños y evaluación individual 1:1, maestro dirige tres grupos de 10 minutos y Grupos Desarrollo del Idioma Inglés. Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños y evaluación individual 1:1, maestro dirige tres grupos de 10 minutos y Grupos Desarrollo del Idioma Inglés. Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.
10:00 - 10:30	Descanso	Descanso	ELD Designado para estudiantes English learners en Zoom Trabajo independiente para estudiantes EO	Descanso	Descanso
10:30 - 11:00	Instrucción de Matemáticas - Instrucción en grupo	Instrucción de Matemáticas - Instrucción en grupo	10:30-12:00 Trabajo independiente /programas suplementarios (Lexia / MyOn, etc.)	Instrucción de Matemáticas - Instrucción en grupo	Instrucción de Matemáticas - Instrucción en grupo
11:00 - 11:30	Instrucción de matemáticas en grupos pequeños y evaluación individual 1:1	Instrucción de matemáticas en grupos pequeños y evaluación individual 1:1	10:30-12:30 Capacitación Profesional para maestros/PLCs	Instrucción de matemáticas en grupos pequeños y evaluación individual 1:1	Instrucción de matemáticas en grupos pequeños y evaluación individual 1:1

Tenga en cuenta que hay un horario ESPECÍFICO para cada nivel de grado. Los temas siguen siendo los mismos, pero el horario y orden del curso de enseñanza varía para permitir que el personal de apoyo ayude a los estudiantes.

HORARIO PARA ESTUDIANTES/MAESTROS - TK-K (minutos de instrucción para estudiantes-195 minutos; el requisito estatal es de 180 minutos para estudiantes de Kínder)

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Bienvenida	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)	Tomar Asistencia/ Rutina de la mañana SEL (Aprendizaje Social Emocional)
8:15-9:00	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom
9:00 - 10:00	Destrezas básicas de Lenguaje-Arte del Idioma Inglés -Instrucción en grupos pequeños El maestro dirige grupos pequeños Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	Destrezas básicas de Lenguaje-Arte del Idioma Inglés -Instrucción en grupos pequeños El maestro dirige grupos pequeños Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	9:00 - 9:30 Instrucción en Matemáticas -Instrucción en grupo en Zoom 9:30 - 10:00 Maestro verifica la comprensión y entendimiento de lecciones mientras estudiantes trabajan en asignaciones de trabajo independiente	Destrezas básicas de Lenguaje-Arte del Idioma Inglés -Instrucción en grupos pequeños El maestro dirige grupos pequeños Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.	Destrezas básicas de Lenguaje-Arte del Idioma Inglés -Instrucción en grupos pequeños El maestro dirige grupos pequeños Trabajo independiente para estudiantes cuando no participan en instrucción en grupos pequeños.
10:00 - 10:30	Descanso	Descanso	ELD Designado para estudiantes English learners en Zoom Trabajo independiente para estudiantes EO	Descanso	Descanso
10:30 - 11:00	Instrucción de Matemáticas - Instrucción en grupo	Instrucción de Matemáticas - Instrucción en grupo	10:30-12:00 Trabajo independiente /programas suplementarios (Lexia / MyOn, etc.)	Instrucción de Matemáticas - Instrucción en grupo	Instrucción de Matemáticas - Instrucción en grupo
11:00 - 11:30	Instrucción de matemáticas en grupos pequeños. Trabajo independiente	Instrucción de matemáticas en grupos pequeños. Trabajo independiente	10:30-12:30 Capacitación Profesional para maestros/PLCs	Instrucción de matemáticas en grupos pequeños. Trabajo independiente	Instrucción de matemáticas en grupos pequeños. Trabajo independiente
11:30 - 1:00	Almuerzo 11:30-12:30 Ejercicio para Calentamiento/ Educación Física 12:30-1:00 Educación Física 2 veces por semana por 30 minutos	Almuerzo 11:30-12:30 Ejercicio para Calentamiento/ Educación Física 12:30-1:00 Educación Física 2 veces por semana por 30 minutos	ALMUERZO PARA MAESTROS 12:30-1:00	Almuerzo 11:30-12:30 Ejercicio para Calentamiento/ Educación Física 12:30-1:00 Educación Física 2 veces por semana por 30 minutos	Almuerzo 11:30-12:30 Ejercicio para Calentamiento/ Educación Física 12:30-1:00 Educación Física 2 veces por semana por 30 minutos
1:00 - 1:30	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO	HORARIO DE PREPARACIÓN PARA MAESTROS 1:00-3:00	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO
1:30-2:00	Trabajo independiente / programas suplementarios (Lexia / MyOn, etc.) Tiempo de preparación para maestro 1:30-3:00	Trabajo independiente / programas suplementarios (Lexia / MyOn, etc.) Tiempo de preparación para maestro 1:30-3:00		Trabajo independiente / programas suplementarios (Lexia / MyOn, etc.) Tiempo de preparación para maestro 1:30-3:00	Trabajo independiente / programas suplementarios (Lexia / MyOn, etc.) Tiempo de preparación para maestro 1:30-3:00

HORARIO PARA ESTUDIANTES/MAESTROS - 1º GRADO

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar asistencia/Bienvenida
8:15 - 9:00	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom
9:00 - 10:00	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	9:00-9:30 Instrucción en grupo de matemáticas en Zoom 9:30-10:00 Maestro verifica la comprensión mientras los estudiantes trabajan independientemente	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
10:00 - 10:30	Descanso o Educación Física, (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o Educación Física, (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	ELD designado para estudiantes EL en Zoom Trabajo independiente para estudiantes EO	Descanso o Educación Física, (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o Educación Física, (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física
10:30 - 11:00	Instrucción de matemáticas - -Instrucción en grupo en Zoom	Instrucción de matemáticas - -Instrucción en grupo en Zoom	10:30-12:00 Trabajo independiente para estudiantes	Instrucción de matemáticas - -Instrucción en grupo en Zoom	Instrucción de matemáticas - -Instrucción en grupo en Zoom
11:00-11:30	Descanso	Descanso	-----	Descanso	Descanso
11:30 - 12:30	Instrucción de matemáticas en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción de grupos pequeños	Instrucción de matemáticas en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción de grupos pequeños	10:30-12:30 Capacitación Profesional para maestros/PLCs	Instrucción de matemáticas en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción de grupos pequeños	Instrucción de matemáticas en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción de grupos pequeños
12:30 - 1:00	Almuerzo	Almuerzo	12:30-1:00 ALMUERZO PARA MAESTROS	Almuerzo	Almuerzo
1:00-1:30	Lectura independiente / MyOn/AR	Lectura independiente / MyOn/AR	1:00-3:00 HORARIO DE PREPARACIÓN PARA MAESTROS	Lectura independiente / MyOn/AR	Lectura independiente / MyOn/AR
1:30 - 2:00	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EOs	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EOs		ELD designado para estudiantes EL Lexia / MyOn para estudiantes EOs	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EOs
2:00-2:30	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas
2:30-3:00	Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros		Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros

2º GRADO

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida
8:15- 9:15	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom 9:00-9:30 Instrucción en grupo de matemáticas en Zoom 9:30-10:00 Maestro verifica la comprensión mientras los estudiantes trabajan independientemente	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés en grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
9:15 - 10:00	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	10:00 – 10:30 ELD designado para estudiantes EL en Zoom Trabajo independiente para estudiantes EO	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom
10:00 - 10:30	Descanso	Descanso		Descanso	Descanso
10:30 - 11:30	Instrucción de matemáticas en grupos pequeños en Zoom Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en grupos pequeños en Zoom Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	10:30-12:00 Trabajo independiente para estudiantes 10:30-12:30 Capacitación Profesional para maestros/PLCs	Instrucción de matemáticas en grupos pequeños en Zoom Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en grupos pequeños en Zoom Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
11:30 - 12:30	Almuerzo (30 minutos) & 12:00- 12:30 Descanso o PE (30 minutos) (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Almuerzo (30 minutos) & 12:00- 12:30 Descanso o PE (30 minutos) (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	12:30-1:00 ALMUERZO PARA MAESTROS	Almuerzo (30 minutos) & 12:00- 12:30 Descanso o PE (30 minutos) (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Almuerzo (30 minutos) & 12:00- 12:30 Descanso o PE (30 minutos) (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física
12:30 - 1:00	Instrucción de matemáticas - Instrucción en grupo en Zoom	Instrucción de matemáticas - Instrucción en grupo en Zoom	1:00-3:00	Instrucción de matemáticas - Instrucción en grupo en Zoom	Instrucción de matemáticas - Instrucción en grupo en Zoom
1:00 - 1:30	Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR	HORARIO DE PREPARACIÓN PARA MAESTROS	Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR
1:30 - 2:00	ELD designado para estudiantes ELs/Lexia / MyOn para estudiantes EOs en Zoom	ELD designado para estudiantes ELs/Lexia / MyOn para estudiantes EOs en Zoom		ELD designado para estudiantes ELs/Lexia / MyOn para estudiantes EOs en Zoom	ELD designado para estudiantes ELs/Lexia / MyOn para estudiantes EOs en Zoom
2:00-2:30	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos/repaso de asignaciones/tareas
2:30-3:00	Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros		Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros

3er Grado

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida
8:15- 8:45	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom
8:45-9:15	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	9:00-9:30 Instrucción en grupo de matemáticas en Zoom 9:30-10:00 Maestro verifica la comprensión mientras los estudiantes trabajan independientemente 10:00 – 10:30 ELD designado para estudiantes EL en Zoom	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 2 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física
9:15-10:00	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Trabajo independiente para estudiantes EO	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom
10:00-10:30	Descanso	Descanso	10:30-12:00 Trabajo independiente para estudiantes	Descanso	Descanso
10:30 - 11:00	Instrucción de matemáticas en grupo en Zoom	Instrucción de matemáticas en grupo en Zoom	10:30-12:30 Capacitación Profesional 10:20 - 12:30 PLC	Instrucción de matemáticas en grupo en Zoom	Instrucción de matemáticas en grupo en Zoom
11:00 - 11:30	Almuerzo	Almuerzo	12:30 - 1:00 Almuerzo	Almuerzo	Almuerzo
11:30 - 12:30	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	1:00-3:00 HORARIO DE PREPARACIÓN PARA MAESTROS	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
12:30- 1:00	Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR		Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR
1:00 - 2:00	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños		Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños

2:00-2:30	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Reposo de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Reposo de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Reposo de asignaciones/tareas "Ciencias para grados 3-6"	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Reposo de asignaciones/tareas "Ciencias para grados 3-6"
2:30-3:00	Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros		Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros

4º Grado

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 - 8:15	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida
8:15- 9:00	Instrucción de matemáticas en Zoom en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom 9:00-9:30 Instrucción en grupo de matemáticas en Zoom Instrucción en grupo 9:30-10:00 Maestro verifica la comprensión y entendimiento de lecciones mientras estudiantes trabajan en asignaciones de trabajo independiente	Instrucción de matemáticas en Zoom en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños
9:00-9:45	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom		Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom
9:45 - 10:15	Descanso	Descanso	10:00 – 10:30 ELD designado para estudiantes EL en Zoom Trabajo independiente para estudiantes EO	Descanso	Descanso
10:15-10:45	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	10:30-12:00 Trabajo independiente para estudiantes	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física
10:45 - 11:45	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	10:30-12:30 Capacitación Profesional/PLCs	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
11:45 - 12:15	Almuerzo	Almuerzo	12:30-1:00 ALMUERZO PARA MAESTROS	Almuerzo	Almuerzo

12:15 - 1:15	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	1:00-3:00 HORARIO DE PREPARACIÓN PARA MAESTROS	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
1:15-1:45	Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR		Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR
1:45 - 2:15	ELD designado para estudiantes EL/Lexia / MyOn para estudiantes EOs en Zoom	ELD designado para estudiantes EL/Lexia / MyOn para estudiantes EOs en Zoom		ELD designado para estudiantes EL/Lexia / MyOn para estudiantes EOs en Zoom	ELD designado para estudiantes EL/Lexia / MyOn para estudiantes EOs en Zoom
2:15-2:45	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas "Ciencias para grados 3-6"	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas "Ciencias para grados 3-6"
2:45-3:00	Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros		Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros

5º Grado

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 -8:15	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida
8:15- 9:15	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	8:15 – 9:00 Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom) 9:00-9:30 Instrucción de matemáticas en Zoom en grupos 9:30-10:00 El maestro verifica la comprensión mientras los estudiantes trabajan independientemente	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
9:15-10:00	Instrucción de matemáticas en Zoom en grupo	Instrucción de matemáticas en Zoom en grupo	10:00 – 10:30 ELD designado para estudiantes EL en Zoom	Instrucción de matemáticas en Zoom en grupo	Instrucción de matemáticas en Zoom en grupo
10:00-10:30	Descanso	Descanso	Trabajo independiente para estudiantes EO s	Descanso	Descanso
10:30-11:30	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom	10:30-12:00 Trabajo independiente para estudiantes	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom	Destrezas básicas de Lenguaje-Arte del idioma Inglés grupos pequeños en Zoom
	Maestro dirige tres grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Maestro dirige tres grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños		Maestro dirige tres grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Maestro dirige tres grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
11:30 - 12:00	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	10:30-12:30 Capacitación Profesional/ P/LC	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana) Tiempo de preparación para maestros que no tienen clase de Educación Física
12:00-12:30	Almuerzo	Almuerzo	12:30-1:00 Almuerzo	Almuerzo	Almuerzo
12:30 - 1:15	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	1:00-3:00 HORARIO DE PREPARACIÓN PARA MAESTROS	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del idioma Inglés -Instrucción en grupo en Zoom)
1:15-1:45	Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR		Lectura independiente/ MyOn/AR	Lectura independiente/ MyOn/AR
1:45 - 2:15	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom		ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom
2:15-2:45	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas *Ciencias para grados 3-4	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupo Repaso de asignaciones/tareas *Ciencias para grados 3-4
2:45-3:00	Completar tareas de clase	Completar tareas de clase		Completar tareas de clase	Completar tareas de clase


6º Grado

	Lunes	Martes	Miércoles	Jueves	Viernes
8:00 -8:15	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida	Tomar Asistencia/Bienvenida
8:15- 9:15	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	8:15 – 9:00 Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom) 9:00-9:30 Instrucción de matemáticas en Zoom en grupos 9:30-10:00 El maestro verifica la comprensión mientras los estudiantes trabajan independientemente	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Instrucción de matemáticas en Zoom en grupos pequeños Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
9:15-10:00	Instrucción en grupo de matemáticas en Zoom	Instrucción en grupo de matemáticas en Zoom	10:00 – 10:30 ELD designado para estudiantes EL	Instrucción en grupo de matemáticas en Zoom	Instrucción en grupo de matemáticas en Zoom
10:00-10:30	Descanso	Descanso	en Zoom Trabajo independiente para estudiantes EO s	Descanso	Descanso
10:30-11:30	Destrezas básicas de Lenguaje-Arte del Idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	10:30-12:00 Trabajo independiente para estudiantes	Destrezas básicas de Lenguaje-Arte del Idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños	Destrezas básicas de Lenguaje-Arte del Idioma Inglés grupos pequeños en Zoom Maestro dirige grupos pequeños Trabajo independiente para estudiantes que no participan en instrucción en grupos pequeños
11:30 - 12:00	Lectura Independiente/ MyOn/AR	Lectura Independiente/ MyOn/AR	10:30-12:30 Capacitación Profesional/ PLC	Lectura Independiente/ MyOn/AR	Lectura Independiente/ MyOn/AR
12:00-12:30	Almuerzo	Almuerzo	12:30-1:00 Almuerzo	Almuerzo	Almuerzo
12:30 - 1:15	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	1:00-3:00 HORARIO DE PREPARACIÓN PARA MAESTROS	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom	Lenguaje-Arte del Idioma Inglés -Instrucción en grupo en Zoom
1:15-1:45	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana)	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana)		Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana)	Descanso o, Educación Física PE (Cada clase tendrá Educación Física 3 veces por semana)
1:45 - 2:15	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom		ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom	ELD designado para estudiantes EL Lexia / MyOn para estudiantes EO en Zoom
2:15-2:45	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos Repaso de asignaciones/tareas	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos Repaso de asignaciones/tareas		Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos Repaso de asignaciones/tareas "Ciencias para grados 3-4"	Lecciones SEL (Aprendizaje Social Emocional) en Zoom Trabajo en grupos Repaso de asignaciones/tareas "Ciencias para grados 3-4"
2:45-3:00	Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros		Completar tareas de clase Horario de preparación para maestros	Completar tareas de clase Horario de preparación para maestros

Guías para Horarios de Instrucción

Maestros deben organizar grupos pequeños por lo menos por 2 horas diarias para diferenciar la instrucción y abordar la pérdida de aprendizaje.


Contenido	Frecuencia de Estudiantes	Enfoque
Reunión Matutina	4x/semana	Oportunidad para establecer la relación con los estudiantes para reforzar el propósito de la bienvenida. Establecer expectativas para repasar el día de clases, repasar las metas de reglas y comportamiento del día. PRESIONE AQUÍ Presione para un ejemplo desarrollado basado en una lección de 30 minutos. Puede ser fácilmente modificada. El manejo del salón necesita enseñarse desde el día 1 al día 20. Descansos para despejar la mente son claves – vean el ejemplo de lección anterior.
Aprendizaje de Destrezas Básicas O Matemáticas (grupos pequeños)	4x/semana	Todos los estudiantes necesitan trabajo diario para aprender como formar palabras o decodificar, leer con fluidez, comprender texto y escribir efectivamente. Todos los estudiantes necesitan asignaciones de trabajo diario para aprender a como decodificar, leer con fluidez, comprender texto y escribir efectivamente. Los maestros y paraeducadores y tutores brindan diariamente, instrucción en grupo pequeño. Ejemplo: A – trabajar con el maestro (20min) B – trabajar con los ayudantes y otros apoyos o trabajo enfocado (20 min) C – trabajar independientemente en destrezas básicas (individualmente o por parejas) D – trabajar independientemente en destrezas básicas (individualmente o por parejas) Para los estudiantes que trabajan independientemente: Presione AQUÍ para ver solamente el inicio de esta excelente lección sobre la resolución de problemas. El maestro es de grado de Kinder, pero trabaja con cualquier otro nivel desde TK – 12 durante el tiempo de trabajo independiente utilizando la lección grabada. Recursos Ilustrativos a Distancia de Matemáticas: Esta es una manera factible para maestros de K-8 grados para incluir una discusión significativa de solución de problemas matemáticos (sincronizada o a sincronizada). Indicaciones a nivel de grado se incluyen con cada imagen. Presione en el nivel de grado para acceder a las páginas de información: K-5 6-8 Trabajo en grupos pequeños e independiente necesitan estar BASADOS EN LOS ESTANDARES.
ELA Lenguaje - Inglés	Diario	Instrucción en lenguaje - ELA debe estar basada en el plan de estudio adoptado y rutinas instruccionales. Los maestros proporcionan instrucción en grupo a toda la clase diariamente, además de instrucción en grupos pequeños. En todos los modelos de enseñanza los maestros incorporarán estrategias de lectura tales como lectura múltiple y conocimiento de la construcción de vocabulario. Para extender el aprendizaje, los estudiantes también participan en lectura y escritura independiente todos los días y reciben directivas y evaluación de los maestros.
ELD Desarrollo del Idioma Inglés	Diario	Se enseñarán 30 minutos de Instrucción de ELD Designado a estudiantes English learners (en proceso de aprender inglés), así como ELD integrado mediante la instrucción principal. Estudiantes se agruparán por nivel de grado y habilidad. Maestros de cada nivel de grado tendrán un nivel que enseñarán durante el mismo tiempo asignado para que todos los estudiantes reciban instrucción a su nivel de grado enfocada en sus necesidades.
Matemáticas	Diario	Instrucción en matemáticas consistirá de lecciones diarias con el maestro que están alineadas a los estándares del nivel de grado. Los maestros proporcionarán instrucción en grupo a toda la clase diariamente, en adición a instrucción en grupos pequeños. En todos los modelos de

		enseñanza, los maestros incorporarán estrategias comprobadas tales como utilizando materiales visuales y manipulativos, así como participar en el método number talks.
Ciencias	Mayormente integrado	Los maestros enfocarán énfasis en los estándares de ciencia NGSS y los integrarán a la enseñanza siempre cuando sea posible. Los estudiantes participarán en aprendizaje independiente en ciencia por lo menos una vez por semana y en lecciones enseñadas por el maestro por lo menos 2 veces por semana (para los grados 3-6).
Estudios Sociales	Integrado	Temas para estudios sociales deben integrarse a la instrucción de lenguaje ELA siempre que sea posible.
Educación Física	2x/semana	Ejercicio diario para cada estudiante con 2 clases de Educación Física (P.E.) por semana.
Música & Arte	1-2x/semana	Temas de arte deben integrarse en todo el contenido académico siempre que sea posible.
Clases en grupo & aprendizaje socioemocional (SEL)	Diario	<p>Trabajo en grupos con el maestro, además de lecciones SEL, para establecer colaboración de grupo y permitir a los maestros verificar la comprensión y entendimiento, repasar las metas de enseñanza, objetivos y asignaciones, o bien, una oportunidad para integrar semanalmente contenido académico (ejemplo, ciencia, arte, eventos actuales, etc.).</p> <p>Reflexión – la reflexión académica y de comportamiento de los estudiantes es clave. SEL—Inicio optimista o algo para esperar o conectarlo al aprendizaje del mañana.</p> <p>Consulte los siguientes recursos.</p> <div data-bbox="349 565 654 972">  <p>THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM Creating the Conditions for Student Learning</p> <p><i>Builds Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy</i></p> <div> <p>WELCOMING RITUAL (2-10 minutes) <i>Activities for Inclusion</i> Ritual openings establish safety and predictability, support contributions by all voices, establish norms for respectful learning, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p> <p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Every voice is heard • Personalized conversations • Class meetings • Greets a guest each person by name • Kudos, well! • Adults express joy in seeing students • Host of invitation during an after-schooler's visit to see life at school • Morning announcements include student voice </div> <div> <p>ENGAGING PRACTICES (1-15 minutes) <i>Academic Integration, Sense-Making, Transitions & Brain Breaks</i> Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory. Whenever it is seen forgotten, pause opportunities for quiet reflection and writing with more active activities.</p> <p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Opportunities for interaction: Cultivate practices that foster connections in partnerships, triads, and groups and do a whole group • Explicitly teach SEL skills through embedded lessons • Turn To Your Partner: Sharing and listening to make sense of new input • Co-create and regularly reach working agreements with your students • Brain Break: Stand and stretch, Rub and reset the brain with movement, music, quiet reflection </div> <div> <p>OPTIMISTIC CLOSURE (3-5 minutes) <i>Reflections and Looking Forward</i> Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive note to reinforce learning, an affirming return to home/community and creates a moment of looking forward to coming back.</p> <p>EXAMPLES FROM THE CLASSROOM</p> <p>Think of...</p> <ul style="list-style-type: none"> • Something I learned today • Someone I was able to help • Something I want to share with an adult • Something I'm looking forward to doing tomorrow • Something I enjoyed about the day • Someone who was kind/helpful to me </div> </div>

Teachers Want Clear Guidance in New Environment

Transition to Remote Learning While Managing Student Wellness Overwhelming

Expert Insights Highlight Four Key Themes for Educators During COVID-19



Connect with students individually

- Send a note to check in
- Send positive feedback to work
- Ask questions to individual students during synchronous classes
- Give shoutouts in weekly updates

Help students to connect with each other





- Consider using Zoom breakout rooms for group discussions
- Pair students to collaborate on virtual assignments
- Set up virtual "coffee hours" for students to join

Use optimistic language

- "When we come back next fall..."
- "When you're back playing in sports teams/musical ensembles"
- "Who's looking forward to returning to school lunches?"

Maintain a trauma-informed lens

- Watch for disconnected students
- Use Relationship-Mapping to prioritize building connections
- Assume that every student in your class could be experiencing trauma at this time

		<div data-bbox="343 48 739 514"> <h3>3 Signature SEL Practices</h3> <div>  Welcoming/Inclusion Activities <ul style="list-style-type: none"> Open-ended community building allows interactions that support creating connections to one another and the work </div> <div>  Engaging Practices <i>Sense-Making, Transitions, Brain Breaks</i> <ul style="list-style-type: none"> Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen Brain breaks: time to stand, stretch, relax, and focus on readiness to learn </div> <div>  Optimistic Closures <i>Reflections and Looking Forward</i> <ul style="list-style-type: none"> May be reflective about the learning, help identify next steps, or make connections to one's own work </div> </div> <div data-bbox="739 139 1126 514">  </div>
Lectura Independiente/MyOn	Diariamente	<p>Esta es una oportunidad para actualizar nuestras prácticas de enseñanza hacia resultados más efectivos que se alineen con los requisitos más rigurosos del Gobernador Newsom. Adicionalmente, esta es nuestra oportunidad de aumentar la participación al ofrecer actividades de aprendizaje que fomenten:</p> <ul style="list-style-type: none"> -independencia estudiantil -autoeficacia -voz -elección <p>Este también puede utilizarse como tiempo individual (1:1) para que los maestros trabajen con los estudiantes en habilidades básicas tales como palabras de uso frecuente, fluidez de lectura, adquisición de vocabulario, determinación de metas, o bien, evaluaciones formativas, monitoreo de progreso y participación.</p> <p>Tenemos expertos en las escuelas quienes ayudarán a los maestros en como maximizar el impacto de este periodo de tiempo.</p>

HORARIO REQUERIDO EN ZOOM

(Minutos de instrucción 240+; requisito estatal es 230 para grados 1-3 según AB 77-Sección 43501)

SB 98 enfoca un sólido énfasis en la participación maestro – estudiante en el aprendizaje a distancia. El aprendizaje a distancia debe incluir los siguientes componentes mínimos: (1) provisión de acceso a la conectividad y dispositivo adecuados para todos los estudiantes para participar en el programa educativo y completar las asignaciones de trabajo; (2) alinear el contenido a los estándares de nivel de grado que se proveen a un nivel de calidad y reto intelectual equivalente a la instrucción en persona; (3) apoyos académicos y otros diseñados a enfocar las necesidades de los estudiantes quienes tienen un desempeño bajo el nivel de grado, o que necesitan apoyo en otras áreas; (4) educación especial, servicios relacionados y cualquier otro servicio requerido por el programa educativo individual; (5) instrucción designada e integrada en el desarrollo del idioma de inglés; y (6) **interacción en vivo diaria** con empleados certificados y compañeros de clase para el propósito de instrucción, monitoreo de progreso y mantener la conexión escolar. (Ed. Code, § 43503(b).

Fase #1- Horario para Maestros: <https://bit.ly/remotesched>

Regular Schedule	Mon/Tues/Thurs/Fri
8:00 - 8:45	Office Hours
8:45 - 9:45	Period 1 (Zoom)
9:45 - 10:00	Break
10:00 - 11:00	Period 2 (Zoom)
11:00 - 11:45	Lunch
11:45 - 12:45	Period 3 (Zoom)
12:45 - 1:00	Break
1:00 - 2:00	Period 4 (Zoom)
2:00 - 3:00	Prep

Late Start Schedule	Wednesday
8:00 – 10:00	Professional Development Site Meetings
10:00 - 10:30	Period 1 (Zoom)
10:35 - 11:05	Period 2 (Zoom)
11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:15	Period 4 (Zoom)
12:15 - 1:00	Lunch
1:00 - 3:00	Prep

Fase #1 - Horario para maestros de Secundaria - Definición de Términos:

Hora de Oficina “Office Hours”—Maestros programarán citas individuales o grupos pequeños y/o estarán disponibles para visitas personales por cita.

Zoom—Una combinación de instrucción directa mediante la plataforma Zoom, aprendizaje mediante un Sistema de Manejo de Aprendizaje -LMS (Google Classroom or Canvas), y otras actividades indicadas por el maestro.

Tiempo de preparación “Prep”—Tiempo para que los maestros planifiquen actividades, graben videos, establezcan sistemas de aprendizaje (LMS), o bien, participen en otras actividades profesionales indicadas para los maestros.

Desarrollo Profesional/Juntas Escolares “Professional Development/Site Meetings”—Capacitación profesional escolar o distrital, juntas PLC, juntas del personal u otras juntas determinadas por la administración escolar.

Fase #1- Horario para Estudiantes: <https://bit.ly/remotesched>

Regular Schedule	Mon/Tues/Thurs/Fri	Late Start Schedule	Wednesday
8:00 - 8:45	Teacher Office Hours	8:00 – 10:00	Asynchronous Learning
8:45 - 9:45	Period 1 (Zoom)		
9:45 - 10:00	Break		
10:00 - 11:00	Period 2 (Zoom)	10:00 - 10:30	Period 1 (Zoom)
		10:35 - 11:05	Period 2 (Zoom)
11:00 - 11:45	Lunch	11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:45	Period 3 (Zoom)	11:45 - 12:15	Period 4 (Zoom)
12:45 - 1:00	Break	12:15 - 1:00	Lunch
1:00 - 2:00	Period 4 (Zoom)	1:00 -	Homework
2:00 -	Homework		

Fase #1 - Horario para estudiantes de Secundaria - Definición de Términos:

Hora de Oficina para Maestros “Teacher Office Hours”—Maestros programarán citas individuales o grupos pequeños y/o estarán disponibles para visitas personales por cita.

Zoom—Una combinación de instrucción directa mediante la plataforma Zoom, aprendizaje mediante un Sistema de Manejo de Aprendizaje -LMS (Google Classroom or Canvas), y otras actividades indicadas por el maestro.

Aprendizaje Asincrónico “Asynchronous Learning —Aprendizaje estudiantil mediante actividades asignadas por el maestro, el cual incluye, pero no está limitada a presentación por páginas continuas, una presentación de video, publicaciones para discusión, exploración guiada sobre contenido en line y otras actividades. El aprendizaje asincrónico no es lo mismo que actividades de tarea, pero pueden incluir prácticas guiadas con oportunidad de evaluación electrónica. “Aprendizaje Asincrónico” significa que los estudiantes no participaran en la misma actividad al mismo tiempo.

Horario de Primaria Modelo Hibrido (Fase #2 & #3)

Elementary Reopening Schedule- https://bit.ly/LUSDschedules				
		Mon/Tues	Wed	Thurs/Fri
	Grades TK/K	AM-Cohort A	Small groups, Whole Class, Intervention, PLC (Instruction done virtually)	AM-Cohort A
		PM-Cohort B		PM-Cohort B
	Grades 1st-6th	Cohort A- Full Day		Cohort B- Full Day
	Grades TK-6th (staggered start/end times)	SDC	SDC	SDC
Cohort	In-person	Virtual		
Students in Grades TK/K	Mon, Tues, Thurs & Fri half-day	At-home learning may be done w/ packets instead of virtually		
Students in Cohort A (Grades 1-6)	Mon/Tues	Wed/Thurs/Fri		
Students in Cohort B (Grades 1-6)	Thurs/Fri	Mon/Tues/Wed		

Horario de Secundaria Modelo Hibrido (Fase #2 & #3)

High School/Middle School Reopening Schedule- https://bit.ly/LUSDschedules				
	<u>TIMES</u>	<u>Mon/Tues</u> <u>Cohort A</u>	<u>Wed</u>	<u>Thurs/Fri</u> <u>Cohort B</u>
		0 Period		
Exact times may vary by site,	8:00 - 9:00	Entering school procedures		
but durations will remain the same	9:00-11:00	Period 1/3		Period 1/3
*MHS/CDS will vary	11:00-12:00	Lunch	Small groups, Whole Class, Intervention, PLC	Lunch
	12:00-2:00	Period 2/4		Period 2/4
	2:00-3:00	Prep/CIF		Prep/CIF
	Staggered start/end times	SDC	SDC	SDC
STUDENTS				
Classes	In-person Class	Virtual Class	BREAKDOWN OF PERIODS	
Period 1-8	120 min/week	120 min/week	Semester 1	
			Periods 1, 2, 3, 4	
Cohort	In-person	Virtual	Semester 2	
Cohort A	Mon/Tues	Wed/Thurs/Fri	Periods 5, 6, 7, 8	
Cohort B	Thurs/Fri	Mon/Tues/Wed		

Please note- there is a UNIQUE schedule for each grade level. Subjects remain the same, but time/order of the subject varies to allow for support staff to assist.

TK/K Jump Start 8/17/20 - 9/4/20

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 8:15-8:50 8:50-9:00	Take attendance/ Classroom morning routine/SEL Language Arts--Whole class instruction Stretch Break	Take attendance/ Classroom morning routine/SEL Language Arts--Wholeclass instruction Stretch Break	Take attendance/ Morning welcome Zoom/Language Arts-- Whole class instruction Stretch Break	Take attendance/ Classroom morning routine/SEL Language Arts--Whole class instruction Stretch Break	Take attendance/ Classroom morning routine/SEL Language Arts--Whole class instruction Stretch Break
9:00 - 10:00	Language Arts--Foundational Literacy small groups & 1:1 assessment, or teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups & 1:1 assessment, Teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts--Foundational Literacy small groups Teacher leads three 10 minute groups or 1:1 assessments & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups, 1:1 assessments,or Teacher leads three 10 minute groups & English Language Development Groups/Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.)	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work & 1:1 assessments	Math small groups Independent work & assessments	10:30-12:30 Professional Development for teachers/ PLCs	Math small groups Independent work & 1:1 assessments	Math small groups, Independent work & 1:1 assessments

STUDENT/TEACHER SCHEDULE TK-K (Student instructional minutes-195 minutes; state requirement is 180 minutes for Kindergarten)

	Monday	Tuesday	Wednesday	Thursday	Friday
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8:00 - 8:15	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL	Take attendance/ Morning welcome	Take attendance/ Classroom morning routine/SEL	Take attendance/ Classroom morning routine/SEL
8:15-9:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:00 - 10:00	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.)	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work	Math small groups Independent work	10:30-12:30 Professional Development for teachers/ PLCs	Math small groups Independent work	Math small groups Independent work
11:30 - 1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	TEACHER LUNCH 12:30- 1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min
1:00 - 1:30	Designated ELD for ELs Lexia/MyOn, etc for EOs	Designated ELD for ELs Lexia/MyOn, etc for EOs	TEACHER PREP 1:00-3:00	Designated ELD for ELs Lexia/MyO, etc for EOs	Designated ELD for ELs Lexia/MyO, etc for EOs
1:30-2:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00		Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00

STUDENT/TEACHER SCHEDULE 1st GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:00 - 10:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Art -Foundational Literacy small groups Teacher leads small group Independent work for students when not in small group instruction
10:00 - 10:30	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Zoom/Designated ELD for ELD students Independent work for EOs	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30 Student independent work 10:30-12:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Recess	Recess		Recess	Recess
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction		Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30 - 1:00	Lunch	Lunch	TEACHER LUNCH 12:30-1:00	Lunch	Lunch
1:00-1:30	Independent Reading/ MyOn/AR	IndependentReading/ MyOn/AR	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30 - 2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles	Zoom/SEL lessons/ Classroom circles
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

STUDENT/TEACHER SCHEDULE 2nd GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15 - 10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts -Whole class instruction
10:00 - 10:30	Recess	Recess		Recess	Recess
10:30-11:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00 Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30-12:30	Lunch (30 minutes) & 12:00- 12:30 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non- PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	TEACHER LUNCH 12:30-1:00	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher
12:30 - 1:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	TEACHER PREP 1:00-3:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30-2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs

2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles	Zoom/SEL lessons/ Classroom circles
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

3rd grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 8:45	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
8:45-9:15	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non PE- teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher		Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher
9:15-10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction		Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
10:00-10:30	Recess	Recess	Student independent work 10:30-12:00	Recess	Recess
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30-1:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR

1:00-2:00	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction		Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instructions	8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
9:00-9:45	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction		Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:45-10:15	Recess	Recess		Recess	Recess
10:15-10:45	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Student independent work 10:30-12:00	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
10:45 - 11:45	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:45 - 12:15	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch

12:15 - 1:15	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
1:15-1:45	Independent Reading/ MyOn/AR	IndependentReading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:15	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9;15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess		Recess	Recess
10:30-11:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction

11:30 - 12:00	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Professional Development for teachers/ PLC time 10:30-12:30	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
12:00-12:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ Review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

6th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:15	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	8:15-9:00 Zoom/Language Arts- Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30-11:30	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent	Student independent work 10:30-12:00 Professional Development for teachers/	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent

	work for students when not in small group instruction	work for students when not in small group instruction	PLC time 10:30-12:30	work for students when not in small group instruction	work for students when not in small group instruction
11:30 - 12:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
12:00-12:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)		Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep	Complete classwork assignments Teacher Prep		Complete classwork assignments Teacher Prep	Complete classwork Assignments Teacher Prep

REQUIRED ZOOM TIMES

Guidance for Core Instructional Schedule

Teachers should pull small groups for at least 2 hours daily to differentiate instruction and address learning loss.

Content	Student Frequency	Focus
Morning Meeting	4x/week	<p>Opportunity to build student relationships to reinforce the purpose of welcome. Set expectations for day/review rules/behavior goal of day. Click HERE for a lesson template developed based on a 30 min lesson. It can easily be modified. Classroom Mgt needs to be taught throughout the day from day 1 - day 20. Brain breaks are key - See the lesson template above!!</p>
Foundational Literacy OR Math (small groups)	4x/week	<p>All students need daily work to learn how to decode, read fluently, comprehend text, and write effectively. Teachers and paraeducators/tutors provide daily, small group instruction. Example: A - work with Teacher (20min) B - work with para/other support or indep (20 min) C - work independently on foundational skills (alone or partners) D - work independently on foundational skills (alone or partners)</p> <p>For those students working independently: Click HERE to watch just the beginning of this excellent lesson on problem solving. Teacher is a K teacher, but this would work with any level TK-12 during independent</p>

		<p>work time using a recorded lesson.</p> <p>Illustrative Math Distance Resources: This is a doable way for K-8 teachers to include rich math problem solving discussion in math lessons (synchronous or asynchronous). Leveled prompts are included with each image.</p> <p>Click on the grade level to access the slides: K-5 6-8 </p> <p>Small group work and independent work needs to be STANDARDS BASED.</p>
Language Arts	Daily	Language Arts instruction should be anchored in the adopted curriculum and instructional routines. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate reading strategies such as multiple readings and building vocabulary knowledge. To extend learning, students should also engage independent reading and writing each day and receive regular feedback from the teacher.
ELD	Daily	30 minutes of Designated ELD Instruction will be taught to English Learners, as well as integrated ELD through core content areas. Students will be grouped by grade level and ability. Grade level teachers will each have a level they teach during the same designated time so that all students receive leveled instruction tailored to their needs.
Math	Daily	Math instruction will consist of daily teacher-led lessons that are aligned to grade level standards. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate proven strategies such as using visuals and manipulatives, and engaging in number talks.
Science	Mostly integrated	Teachers emphasize NGSS standards and integrate with literacy when possible. Students should engage in independent science learning at least once a week and a teacher-directed lesson at least 2 times/week (for grades 3-6).
Social Studies	Integrated	Social studies themes should be integrated into Language Arts whenever possible.
Physical Education	2x/week	Daily exercise for every child with 2 structured P.E. lessons per week. (80 minutes per week in grades 4-6)
Music & Art	1-2x/week	Arts themes should be integrated with academic content when possible.
Classroom circles & Social emotional learning (SEL)	Daily	<p>Teacher-led classroom circles, coupled with SEL lessons, to build community and allow teachers to check for understanding, review learning goals, objectives, and assignments or as an opportunity to integrate weekly academic content (e.g. science, art, current events, etc).</p> <p>Reflection - student academic & behavior reflection is key. SEL--Optimistic send off or something to look forward to or connect to tomorrow's learning. See below resources.</p>



THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM*

Creating the Conditions for Student Learning

USD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy

WELCOMING RITUAL (2-10 minutes)

Activities for Inclusion

Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.

EXAMPLES FROM THE CLASSROOM

- Every voice is heard
- Purposeful social interactions
- Class meetings
- Smile & greet each person by name

SCHOOL-WIDE

- Adults express joy in seeing students
- Stack of breakfast items on office counter = glad to see late arrivals
- Morning announcements include student voice

ENGAGING PRACTICES (1-15 minutes)

Academic Integration, Sense-Making, Transitions & Brain Breaks

Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.

EXAMPLES FROM THE CLASSROOM

- Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group
- Explicitly teach SEL skills through evidence-based programs
- Turn To Your Partner: Sharing and listening to make sense of new input
- Co-create and regularly revisit working agreements with your students
- Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection

OPTIMISTIC CLOSURE (3-5 minutes)

Reflections and Looking Forward

Provides intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.

EXAMPLES FROM THE CLASSROOM

- Think of...
- Something I learned today
- Someone I was able to help
- Something I want to share with an adult
- Something I'm looking forward to doing tomorrow
- Something I enjoyed about the day
- Someone who was kind/helpful to me

Teachers Want Clear Guidance in New Environment

Transition to Remote Learning While Managing Student Wellness Overwhelming

Expert Insights Highlight Four Key Themes for Educators During COVID-19

Connect with students individually

- Send a note to check in
- Send positive feedback to work
- Ask questions to individual students during synchronous classes
- Give shoutouts in weekly updates

Help students to connect with each other

- Consider using Zoom breakout rooms for group discussions
- Pair students to collaborate on virtual assignments
- Set up virtual "coffee hours" for students to join

Use optimistic language

- "When we come back next fall..."
- "When you're back playing in sports teams/musical ensembles"
- "Who's looking forward to returning to school lunches?"

Maintain a trauma-informed lens

- Watch for disconnected students
- Use Relationship Mapping to prioritize building connections
- Assume that every student in your class could be experiencing trauma at this time



3 Signature SEL Practices



Welcoming/Inclusion Activities

- Open-ended community building allows interactions that support creating connections to one another and the work



Engaging Practices

Sense-Making, Transitions, Brain Breaks

- Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen
- Brain breaks: time to stand, stretch, relax, and focus on readiness to learn



Optimistic Closures

Reflections and Looking Forward

- May be reflective about the learning, help identify next steps, or make connections to one's own work



Independent Reading/MyOn

Daily

This is an opportunity to update our teaching practices toward more effective outcomes inline with Governor Newsome's requirement for more rigor. Additionally, this is our chance to increase engagement by offering learning activities that foster student:

- independence
- self efficacy
- voice
- choice

This could also be used as a 1:1 time for teachers to work with students on foundational skills such as high frequency words or fluency or vocabulary or goal setting or formative assessment/progress monitoring/feedback.

		We have site-based experts who can assist teachers with how to maximize the impact of this time.
--	--	--------------------------------------------------------------------------------------------------

REQUIRED ZOOM TIMES

(Student instructional minutes 240+; state requirement is 230 for grades 1-3 per AB 77-Section 43501)

SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas; (4) special education, rLanguage Artsted services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).



Lompoc Unified School District Child Nutrition Services

600 E. Central Avenue, Lompoc CA 93436
(805) 742-3353
childnutrition@lusd.org

July 23, 2020

Dear Lompoc Unified School District families,

It is our top priority to ensure that students have access to nutritious meals and that families have our support during these challenging times. Child Nutrition Services will continue to offer meals during 100% remote learning. Please read the following information on meal distribution during the start of the school year.

Meal Distribution Details

All school sites will be offering meal pick-up on Mondays and Wednesdays from 11:00am to 1:00pm. Take-home meals for Tuesdays, Thursdays, and Fridays will be offered. Both breakfast and lunch will be available. Adults are allowed to pick up meals for students. **Student name and school or ID number must be presented at the time of pick-up.** Student eligibility will be in effect, so it is very important that all students submit a new application for the 2020-2021 school year.

Meal Applications

Students must have a new meal application on file for the 2020-2021 school year in order to receive free or reduced price meals. An application can be submitted at any of the school sites or Central Kitchen, located at 600 E Central Ave. You may also submit an application on MySchoolApps.com. Detailed instructions are included in this packet.

Community Eligibility Provision Schools (CEP)

Students who attend Community Eligibility Provision (CEP) Schools will continue to receive meals at no cost. There is no application needed for the students who attend CEP schools. The following schools are on the Community Eligibility Provision: Bob Forinash Community Day School, Clarence Ruth Elementary School, Leonora Fillmore Elementary School, Arthur Hapgood Elementary School, La Canada Elementary School, La Honda STEAM Academy, and Maple High School. Students must be enrolled at these schools to receive free meals. Students may pick up their meals at any site.

We look forward to continuing to serve our kids and we hope to see you soon!

Hannah Carroll, MA, RDN

Director, Child Nutrition Services
Lompoc Unified School District

LUSD


REOPENING

PLAN

2020-2021



BASICS OF THE TIERED SYSTEM

	Higher Risk  Lower Risk of Community Disease Transmission***			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
Measure				
Adjusted Case Rate for Tier Assignment** (Rate per 100,000 population* excluding prison cases^, 7 day average with 7 day lag)	>7	4-7	1-3.9	<1
Testing Positivity^ (Excluding prison cases^, 7 day average with 7 day lag)	>8%	5-8%	2-4.9%	<2%

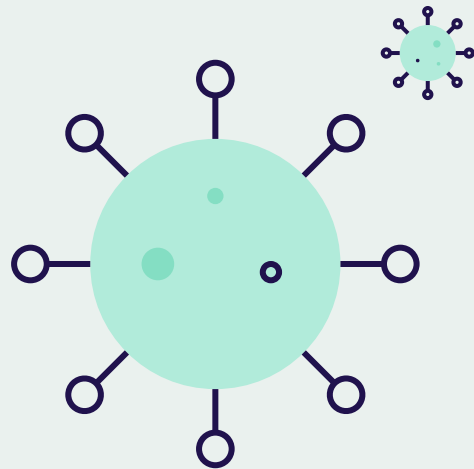
SANTA BARBARA COUNTY TIERS & POSSIBLE FUTURE TIERS

9/8	9/15	9/22	9/29	10/6	10/13	10/20
OFFICIAL TIER: Purple	OFFICIAL TIER: Purple	OFFICIAL TIER: Purple				
	During this time frame, the county was officially in the Purple Tier, but met the criteria for the RED Tier for two consecutive weeks, therefore, the county moved to RED on 9/29		OFFICIAL TIER: RED	OFFICIAL TIER: RED	TBD: OFFICIAL TIER: RED	
			If we remain in RED for two weeks (9/29 and 10/6), schools may reopen (10/13).			
			**During this time frame, in order to move to the Orange Tier, we must remain in RED for three weeks <u>AND</u> meet the criteria to be in ORANGE for two, consecutive weeks. In this scenario, this means the weeks of 10/6 and 10/13. This means the earliest date the county would be in orange is 10/20.			TBD: OFFICIAL TIER: ORANGE

WHAT IT MEANS FOR SCHOOLS

Two (2) weeks in **RED** tier means we could open as soon as October 14, 2020.

To move to the **ORANGE** tier we would need to remain in the **RED** tier for three (3) weeks & meet the **ORANGE** criteria for two (2) consecutive weeks.



INFECTION RATES ACROSS SB COUNTY

City	Population	Cases	Per Capita Rate	Most Infectious
Goleta	30821	263	0.85%	4th
Lompoc (doesn't include prison)	42760	869	2%	2nd
Orcutt	35262	334	0.95%	5th
Santa Barbara	91350	1234	1.4%	3rd
Santa Maria	107408	3991	3.8%	1st

Data as of October 7, 2020

WHAT ARE THOSE AROUND US DOING?

01

SANTA YNEZ-

Deciding this evening

02

SANTA MARIA JOINT UNIFIED-

January

03

SANTA MARIA BONITA-

plans are not yet public

04

SANTA BARBARA-

Considering Nov 9 and/or Jan 19.

05

GOLETA-

Will consider options once in Orange

06

ORCUTT-

January

POSSIBLE TRIGGERS FOR TRANSITIONING TO AN IN-PERSON INSTRUCTIONAL MODEL

01

County remains in **RED** tier for 2 weeks: earliest eligible opening on October 13th

02

County remains in **RED** tier for 3 weeks: earliest eligible opening on October 20th

03

County meets the **ORANGE** criteria for one week: earliest eligible opening on October 13th

04

County moves to the **ORANGE** tier: earliest eligible opening on October 20th

05

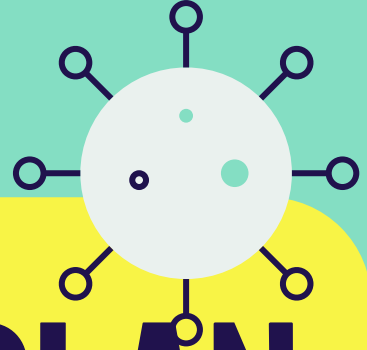
County meets the **YELLOW** criteria for one week: earliest eligible opening on October 27th

06

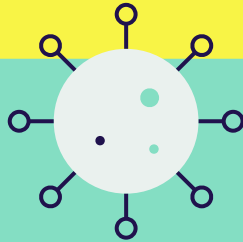
County meets the **YELLOW** criteria for two weeks: earliest eligible opening on November 3rd

07

County moves to the **YELLOW** tier: earliest eligible opening on November 10th



DETAILS OF THE PLAN



GUIDING QUESTIONS & RESPONSIBILITIES

Specific Responsibilities for Reopening w/ Students on Campus

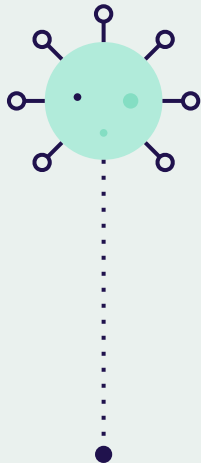
<https://bit.ly/guidequest>

Student Health/Wellness--Ingress/Egress, PPE

	District Responsibilities	Site Responsibilities
Student Health/Wellness Checks	<ul style="list-style-type: none">• The procedure for student check-in process:• What thermometer will be used (non-touch, <u>purchased by the District</u>)• If/What questions will be asked each student as they enter• How staff will record/document each student entry• Training for staff to use the thermometer• The general procedure for students that have a temperature or symptoms• The return-to-school procedures for students that have had a temperature or	<ul style="list-style-type: none">• Identify number and location of check-in stations (must be out of direct sunlight).• Identify specific staff that will be at each check-in location and a schedule for the school site.• Protocol for students that arrive after the designated morning check-in process• Procedure for students that report symptoms during the school day (i.e. Identify "sick room" where students can be should they start to exhibit

District and site responsibilities in various areas have been outlined in the following document:

<https://bit.ly/guidequest>

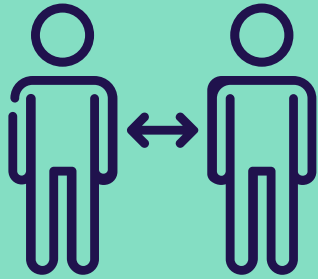


CAMPUS VISITORS

Due to COVID-19 & the recommendations of the Santa Barbara Public Health Office, LUSD must limit campus visitors for student and staff safety:

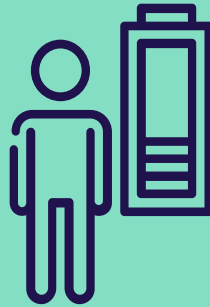
- Sites should identify where parents/visitors can check in with the office staff
- Visitors should be provided an area to wait for their child while being able to maintain social distancing recommendations
- Visitors should not be allowed access to the main areas of campus while school is in session.

POSSIBLE INSTRUCTIONAL MODELS



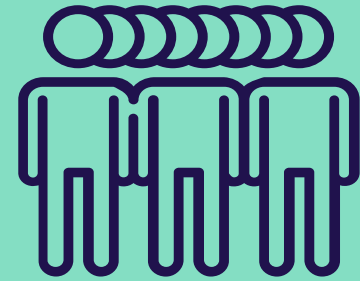
Cohort Model:

Specifically-identified students attend a combination of in-person/remote learning depending on IEP goals and instructional needs



Blended Learning Model:

Students attend in-person 2 days per week & distance learning 3 days per week



Full In-Person Model:

Students attend in-person 5 days per week with no distance learning

100% Distance Learning will be available to students for any family who request it regardless of reopening model



LOMPOC UNIFIED SCHOOL DISTRICT

Teach • Learn • Succeed

Option 1 In-Person Learning

My student will attend school in person, face-to-face

In-person learning will either consist of a hybrid model with in-person learning maximized or a full in-person model following health and safety guidelines. Safety precautions that will take place at school are addressed in the Q&A document posted at www.lusd.org and additional information is available at your child's school.

Option 2 Distance Learning

My student will attend school remotely, online

Distance learning is developed and supported by LUSD teachers. Parents choosing Option 2 will be scheduled into classes that will be conducted via Zoom and utilizing a digital platform such as Google Classroom. Instruction will take place through a combination of synchronous and asynchronous activities according to the distance learning schedule accessible at www.lusd.org.

Option 3 Independent Study

I prefer to teach my student

Mission Valley K-8 is an Independent study instructional format which includes a weekly meeting with a teacher that assigns the work for all classes that week. Students are responsible for completing the work during the week and seeking additional assistance if needed. Parents are responsible for helping to guide the student to complete work.

BEFORE COMING TO SCHOOL FAMILIES & STAFF MUST SELF-ATTEST

Daily Home Screening for Students

Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
<input type="checkbox"/>	Sore throat
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
<input type="checkbox"/>	Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

“ CDC does not currently recommend that universal symptom screenings be conducted at schools.”



CS180218-0 07/20/2020

cdc.gov/coronavirus

ATTENDING SCHOOL

Parent or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.

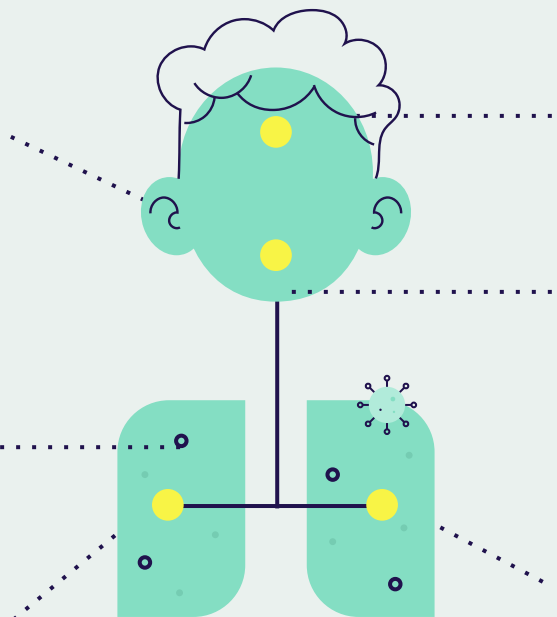
CDC **does not** currently recommend universal symptom screenings (screening all students K-12) be conducted by school

Masks will be provided immediately to the student (should they not have one).

Students who are sick should not attend school in-person.

PPE when caring for a potential positive case will be provided

Supervising staff will have gloves, masks, and suit (if available) for use while waiting for student/staff who has exhibited signs of COVID to be picked up



PPE CONTINUED - [HTTPS://WWW.CDC.GOV/](https://www.cdc.gov/)

Use Personal Protective Equipment (PPE) When Caring for Patients with Confirmed or Suspected COVID-19

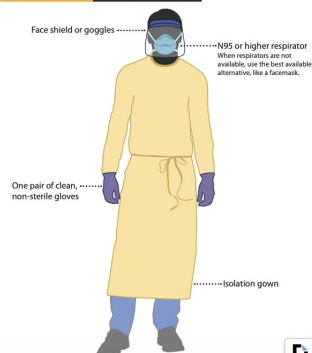
Before caring for patients with confirmed or suspected COVID-19, healthcare personnel (HCP) must:

- **Receive comprehensive training** on when and what PPE is necessary, how to don (put on) and doff (take off) PPE, limitations of PPE, and proper care, maintenance, and disposal of PPE.
- **Demonstrate competency** in performing appropriate infection control practices and procedures.

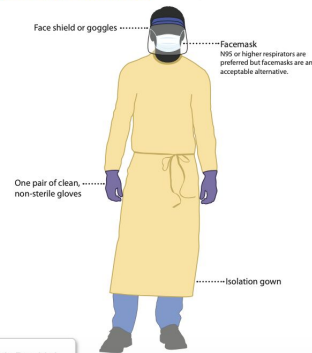
Remember:

- PPE must be donned correctly before entering the patient area (e.g., isolation room, unit if cohorting).
- PPE must remain in place and be worn correctly for the duration of work in potentially contaminated areas. PPE should not be adjusted (e.g., retying gown, adjusting respirator/facemask) during patient care.
- PPE must be removed slowly and deliberately in a sequence that prevents self-contamination. A step-by-step process should be developed and used during training and patient care.

Preferred PPE – Use N95 or Higher Respirator



Acceptable Alternative PPE – Use Facemask



Donning (putting on the gear):

More than one donning method may be acceptable. Training and practice using your healthcare facility's procedure is critical. Below is one example of donning.

1. **Identify and gather the proper PPE to don.** Ensure choice of gown size is correct (based on training).
2. **Perform hand hygiene using hand sanitizer.**
3. **Put on isolation gown.** Tie all of the ties on the gown. Assistance may be needed by another HCP.
4. **Put on NIOSH-approved N95 filtering facepiece respirator or higher (use a facemask if a respirator is not available).**

If the respirator has a nosepiece, it should be fitted to the nose with both hands, not bent or tented. Do not pinch the nosepiece with one hand. Respirator/facemask should be extended under chin. Both your mouth and nose should be protected. Do not wear respirator/facemask under your chin or store in scrubs pocket between patients.*

» **Respirator:** Respirator straps should be placed on crown of head (top strap) and base of neck (bottom strap). Perform a user seal check each time you put on the respirator.

» **Facemask:** Mask ties should be secured on crown of head (top tie) and base of neck (bottom tie). If mask has loops, hook them appropriately around your ears.

5. **Put on face shield or goggles.** When wearing an N95 respirator or half facepiece elastomeric respirator, select the proper eye protection to ensure that the respirator does not interfere with the correct positioning of the eye protection, and the eye protection does not affect the fit or seal of the respirator. Face shields provide full face coverage. Goggles also provide excellent protection for eyes, but fogging is common.

6. **Put on gloves.** Gloves should cover the cuff (wrist) of gown.

7. **HCP may now enter patient room.**

Doffing (taking off the gear):

More than one doffing method may be acceptable. Training and practice using your healthcare facility's procedure is critical. Below is one example of doffing.

1. **Remove gloves.** Ensure glove removal does not cause additional contamination of hands. Gloves can be removed using more than one technique (e.g., glove-in-glove or bird beak).
2. **Remove gown.** Untie all ties (or unsnap all buttons). Some gown ties can be broken rather than untied. Do so in gentle manner, avoiding a forceful movement. Reach up to the shoulders and carefully pull gown down and away from the body. Rolling the gown down is an acceptable approach. Dispose in trash receptacle.*
3. **HCP may now exit patient room.**
4. **Perform hand hygiene.**
5. **Remove face shield or goggles.** Carefully remove face shield or goggles by grabbing the strap and pulling upwards and away from head. Do not touch the front of face shield or goggles.
6. **Remove and discard respirator (or facemask if used instead of respirator).*** Do not touch the front of the respirator or facemask.
 - » **Respirator:** Remove the bottom strap by touching only the strap and bring it carefully over the head. Grasp the top strap and bring it carefully over the head, and then pull the respirator away from the face without touching the front of the respirator.
 - » **Facemask:** Carefully untie (or unhook from the ears) and pull away from face without touching the front.
7. **Perform hand hygiene after removing the respirator/facemask** and before putting it on again if your workplace is practicing reuse.



CS 10128-A 06/01/2020

*Facilities implementing reuse or extended use of PPE will need to adjust their donning and doffing procedures to accommodate those practices.

www.cdc.gov/coronavirus

Open With DocHub

Open With DocHub

- 1. SANITIZING**
- 2. BUSING**
- 3. TYPES OF PPE**
- 4. PPE CLEANING**
- 5. FACE COVERINGS**



SANITIZING

Cleaning and disinfecting are part of LUSD's broad approach to preventing infectious diseases in our schools. Below are some steps LUSD is taking to slow the spread of COVID-19:

- LUSD Custodial staff will wear disposable gloves for all tasks in the cleaning process, including handling trash.
- Hands will be cleaned with soap and water for 20 seconds immediately following glove removal.

According to the CDC, current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces.

- LUSD Custodial staff will clean and disinfect surfaces and objects that are touched often by students and staff.
 - Procedures include: **daily cleaning and sanitizing of surfaces and objects such as desks, light switches, countertops, doorknobs, sinks, and faucet handles.**
 - For this process, LUSD custodians use: **EPA-registered disinfectants that are appropriate for surfaces. Some of these products include Alpha HP, Virex, or a mixture containing bleach.** Custodial staff will follow label directions on cleaning and disinfectant products.
 - Toilets, urinals, sinks, fixtures, and doorknobs located in LUSD restrooms will be cleaned and disinfected with the use of a Kaivac or similar no-touch cleaning systems. These surfaces receive an application of cleaner disinfectant in a low-pressure spray and are then rinsed with fresh, clean water before the floor is vacuumed dry, completely removing soils, moisture, and contaminants from all surfaces.
 - In addition to other trainings, all LUSD Custodial staff are required to successfully complete the SB SIPE Antimicrobial and the COVID19 Procedures safety training modules

All classrooms will be sanitized in between each cohort. This is reflected in the schedules and the time between each cohort

PREVENTATIVE SANITIZATION MEASURES

- Restroom dispensers at **all** schools will be stocked with anti-bacterial hand soap.
- Classrooms with sinks will be stocked with anti-bacterial hand soap.
- Schools will have outside hand-washing stations for students and staff.
- Hand sanitizer stations are located in school offices, classrooms, and other areas of the school
- School buses will be cleaned after each group of students exits the bus
- Frequently touched surfaces (door handles, light switches, sink handles, student desks) in classrooms will be cleaned and sanitized with a fogger and/or traditional sanitizing methods before a new group of students enters the class
- LUSD will use sanitizing products such as Virex, Alpha HP, or Bleach, that are on the EPA-approved list “N”
- Classroom seating will be set at a minimum 6’ distance
- Classrooms that are equipped with windows will have a minimum of one window open while the class is occupied
- Each school site coordinates with the Custodial staff to clean and disinfect areas (as listed above) immediately following the removal of a person with symptoms or illness
- Areas of a school visited by a COVID-19 positive individual will be temporarily closed

CLASSROOMS

- **All classrooms will be sanitized in between each cohort or class. This is reflected in the schedules and the time between each cohort.**
- Classrooms with sinks have accompanying soap dispensers that will be stocked with EPA-registered antibacterial soap.
- Frequently touched surfaces (door handles, light switches, sink handles, student desks) in classrooms will be cleaned and sanitized with a fogger and/or traditional sanitizing methods before a new group of students enters the class.
- Classroom seating will maximize distance between students.
- Classrooms that are equipped with windows will have a minimum of one window open while the class is occupied.

BUSING REQUIREMENTS

- Student check-ins must mirror the entry process at school sites.
- Students who exhibit symptoms at the bus stop will remain 6' away from attendant who will remain with them until a family member comes to pick them up.
- Masks will be provided immediately to each student if needed.
- Bus attendant must have gloves and masks available for use while waiting for student to be picked up.
- Buses must be sanitized between each group of students.



TYPES OF PPE



FOR STAFF

Face Coverings
(masks/shields)

Depending on their
assignment, the following
are available:

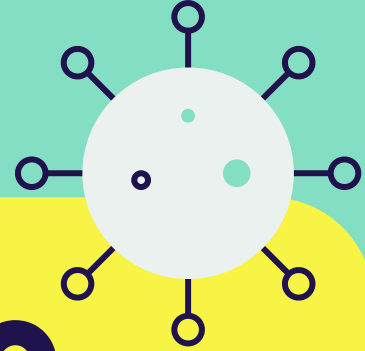
(N95 masks, cloth face
coverings, face shields)



FOR STUDENTS

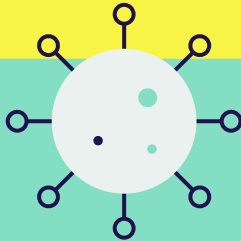
Face Masks

Age	Face Covering Requirement
Under 2 years old	No
2 years old - 2nd grade	Strongly encouraged
3rd grade- High School	Yes, Unless exempt



PPE CLEANING

Each school site is in the process of being equipped with washer/dryer units to launder face coverings



FACE COVERINGS- STUDENTS

- **LUSD strongly encourages the use of masks to minimize the potential spread of COVID-19 by asymptomatic carriers.**
- LUSD will provide masks for student use in grades 3rd and higher.
- LUSD will launder the masks.
- Masks will be provided for use during the school day and remain on the school grounds so students do not need to remember to bring daily (except for those that ride the bus).
- For students who ride the bus, masks will be distributed as they board.
- Students may choose to wear their own masks. These masks will be allowed to leave the school grounds.

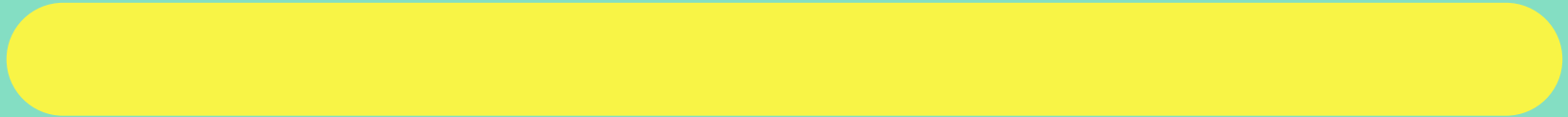


FACE COVERINGS- STAFF

- LUSD will follow the Governor's mandates and SBCPH regarding the use of masks to minimize the potential spread of COVID-19 by asymptomatic carriers.
- Cloth masks will be provided to staff as requested, with no more than two (2) per staff member
 - Staff will be responsible for laundering their own masks.
- If staff members lose their masks, they will be responsible for providing their own mask.
- **Staff who require a face shield will need to submit a request for one to be purchased for them.**



- 1. STAFF TESTING**
- 2. RE-ENTRY AFTER POSITIVE CASE**
- 3. POSITIVE CASE AFTER ENTERING PREMISES**
- 4. STAFF UNABLE TO RETURN TO IN-PERSON**



STAFF TESTING

- In accordance with Governor Newsom's Reopening Plans, 100% of staff will be tested for COVID once every two (2) months.
 - COVID-19 test results are available within approximately two (2) days from the date the sample is collected. Employees can retrieve their results from the Quest Diagnostic secure portal.
 - All COVID-19 positive results will receive a call from a physician to walk through the result with the employee and answer questions.
 - After completion of required paperwork, the COVID-19 self-collection kit will be shipped to identified locations.

To test employees not covered by a SISC health plan, the district will be billed \$115 for each test.

POTENTIAL POSITIVE CASE

Work with school administrator(s), nurses/LVNs/Health Clerks to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.

- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
 - o Fever
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Chills
 - o Repeated shaking with chills
 - o Muscle pain
 - o Headache
 - o Sore throat
 - o New loss of taste or smell

CONTACT TRACING AND DISINFECTION

Notify District officials - who will notify SB County Public Health. District Officials will provide guidance on notifying staff and all families of any positive case of COVID-19 while maintaining confidentiality, as required by state and federal laws in consultation with SB County Public Health.

- Upon notification of a positive, or presumed-positive case, contact tracing will begin and all staff who may have had contact will be notified. All LUSD employees will also be notified.
- Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants while using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including no fever, symptoms have improved and 14 days since symptoms first appeared.

POSITIVE CASE AFTER ENTERING PREMISES

When a student, teacher or staff member tests positive for COVID-19 and may have exposed others at the school, implement the following steps:

- In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted. This includes the length of time necessary, based on the risk level within the specific community, as determined by the local public health officer. Three cases at a site constitutes an outbreak and will close the entire site.
- Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the COVID-19 positive person was based will typically need to close temporarily as students or staff isolate.
- Additional close contacts at school outside of a classroom should also isolate at home.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Communicate regarding the school closure with students, parents, teachers, staff and the community.
- Upon notification of a positive, or presumed-positive case, contact tracing will begin and all staff who may have had contact will be notified. All LUSD employees will also be notified.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

POSITIVE CASE: SECONDARY EXAMPLE

Hypothetical Situation: Student who has been attending one of our secondary schools tests positive

- The student is in four classes of 12-16 students each.
- All four teachers would have been in contact with someone with COVID and would be required to quarantine for 14 days.
- Each teacher has four classes of 12-16 students each
 - a total of 16 classes
 - Approximately 192-256 students
- Each of the classes (students and teacher) would have to adjust to distance learning during the two-week quarantine.
- Out of the 192-256 students that are quarantining, if one tests positive, then that could affect another 3 teachers and 120-180 students.
- If three or more individuals test positive at the site, the entire school will be quarantined for 14 days. All extra-curricular activities would be canceled.

STAFF UNABLE TO RETURN TO IN-PERSON

SCHOOL A

3 Teacher

SCHOOL B

English, Math, Foreign
Language, Electives,
Counselor

SCHOOL C

2 Teacher

SCHOOL D

1 Teacher

SCHOOL E

4 Teacher, 1 SpEd

SCHOOL F

4 Teachers, 2 Special Ed

SCHOOL G

2 Teacher, 1 Special Ed

SCHOOL H

Counselor, History, Math,
English, Foreign Language

SCHOOL I

English, Science, Special Ed,
Foreign Language

SCHOOL J

4 Teachers

SCHOOL K

History, English

SCHOOL L

9 Teachers

SCHOOL M

Special Ed, English, Science

SCHOOL N

1 teacher

SCHOOL O

5 Teachers

CLASSIFIED RESULTS

BUSINESS SERVICES

1

CHILD NUTRITION

7

PARAEDUCATOR

21

CUSTODIAL

1

GROUNDS/MAINTENANCE

2

HEALTH SERVICES

1

IT

3

LIBRARY

3

NOON DUTY AIDE

1

OFFICE AIDES

8

LIAISON

2

PUPIL SUPPORT SERVICES

2

TRANSPORTATION

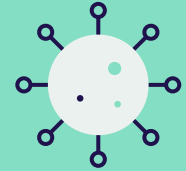
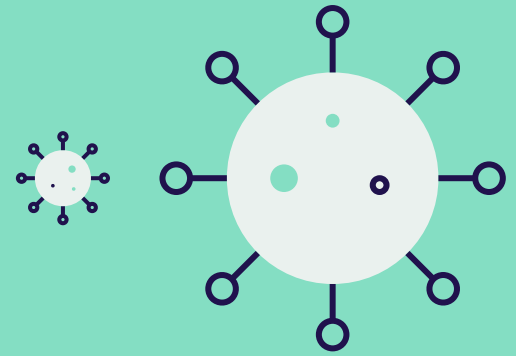
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STAFFING SUMMARY: AS OF 10/9/20

89 Certificated staff are currently requesting Distance Learning due to health conditions or being uncomfortable returning to In-Person instruction

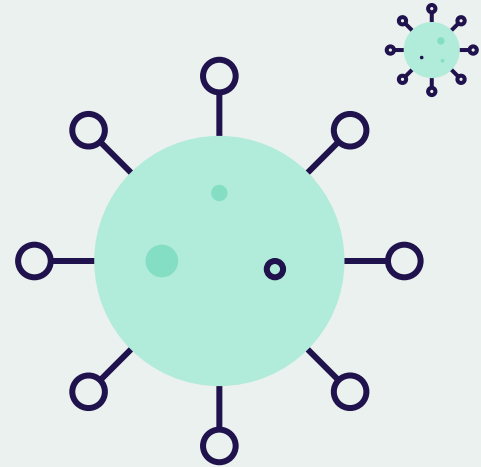
51 Classified staff are current requesting Distance Learning due to health conditions or being uncomfortable with returning in person

- 1. 3 PHASE PLAN**
- 2. FOOD SERVICES**
- 3. SPECIAL EDUCATION**
- 4. WIFI/CONNECTIVITY**
- 5. ATTENDANCE**
- 6. SOCIAL-EMOTIONAL**
- 7. DISTRICT RECOMMENDATION**



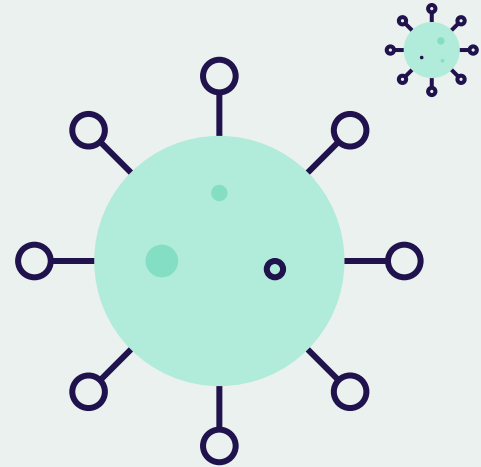
PHASE I: PRIOR TO RE-ENTRY

1. Safety videos for transportation, nutrition, & touch point cleaning will be posted to LUSD website & teacher's will share these videos & safety protocols during Distance Learning time prior to re-entry
2. Principals will host a virtual parent night for guardians and students to prepare them for their first day back
3. Entry and Exiting guidelines will be posted to each school site's website, shared by classroom teacher, & mailed home
4. Home Health Screening information for guardians will be posted to the LUSD website, shared by classroom teacher, posted at the school site & mailed home



PHASE 2: PRIOR TO RE-ENTRY

1. During Wednesday Professional Development time: Teachers will be assigned a time to visit their school site. During the site visit, teachers will receive safety training for each Protocol station.
2. Safety Protocol walkthroughs: These will be modeled after the Positive Behavior Intervention Support walkthroughs. Teachers will be taught the safety protocol of each station.
3. Safety Protocol Signage: Each station will have a sign with icons to establish the desired procedure for that location.



ADDITIONAL ENROLLMENT CONSIDERATIONS: PHASE I AND PHASE 2

In order to return to in-person instruction for a hybrid or full-time model, the following enrollment steps would need to occur:

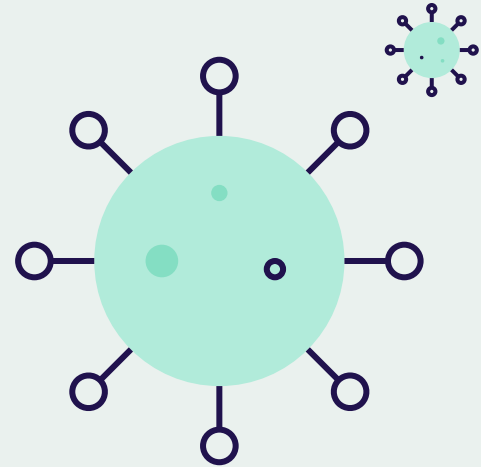
- Schools survey parents to determine which students will enroll for in-person learning vs. 100% distance learning
- Compile the results of the survey
- Create the cohorts (in-person, distance)
- Human Resources works with employees to determine each teacher and staff assignment
- Secondary: Create a master schedule for in-person and distance learning that provides for the same class options for all students to support student course requests
- Human Resources: Hire additional teachers to cover all in-person and distance learning classes
- Schedule students into classes
- Communicate schedules or classes to students and parents

Secondary Considerations

- Changing classes in the middle of a semester could affect graduation credits
- Master schedules typically take at least 4 weeks to create and send to students, which includes balancing out all the classes and periods
- Creating two master schedules will be a complex task that will involve several staff members working together
- Splitting classes into distance and in-person is complex and will take significant time

PHASE 3: DAY ONE OF RE-ENTRY FOR STUDENTS

1. Students will enter campus using the information from the safety videos, information their teacher, & information that was sent home
2. Home Health Screenings will be completed prior to entering campus
3. Students will first learn about classroom safety protocols in their classrooms (mask wearing, hand washing, social distancing, etc.)
4. Safety Protocol walkthroughs: These will be modeled after the Positive Behavior Intervention Support walkthroughs. Teachers will teach students desired behaviors/safety protocol of each station.



Nutrition Services

- Meals will continue to be free. Students will not need to use their ID at the point of sale.
- Sites will continue to use grab n' go pick-up windows. Meals will be packaged in to-go containers for a quick, safe meal service. Floor decals will be used to distance customers in line.
- Breakfast:** Grab n' go breakfast will be available each morning as students arrive to campus.
- Lunch:** Service will be extended to allow for each class to pick up meals, one class at a time, to maintain social distancing.
- Take-home meals (if hybrid):** Grab n' go window will be open at dismissal for meal pick-up.
- 100% return to school will continue grab n' go meals to prevent intermingling of classes.

Hybrid Schedule	MON	TUES	WED	THURS	FRI
Cohort A	Grab n' Go meals at school	Grab n' Go meals at school <i>Take-home meals</i>			
Cohort B				Grab n' Go meals at school	Grab n' Go meals at school <i>Take-home meals</i>
Mild-Mod-Severe SDC	Grab n' Go meals at school	Grab n' Go meals at school	Grab n' Go meals at school	Grab n' Go meals at school	Grab n' Go meals at school
100% Remote Learners	Meal Pick-Up at Any Site	Meal Pick-Up at Any Site	Meal Pick-Up at Any Site	Meal Pick-Up at Any Site	Meal Pick-Up at Any Site

SPECIAL EDUCATION

- LUSD is responsible for implementing the IEP of each student and conducting assessments of students regardless of the learning format.
- Each IEP will now have a Emergency section that details the plan for that student during a situation like distance learning.
- The LUSD Distance Learning Plan for Special Education is an 8-page document with the following areas:
 - Special Education Department
 - Special Education Plan
 - Parent Engagement/IEPs
 - Teacher Support
 - Assessments
 - In-person assessments
 - Related Services/Supports (i.e. Counseling)
 - SDC classes
 - In-person small group cohorts
 - Resource Support
 - Paraeducators
 - Small Group In-person Cohorts
 - FAQs

WIFI/CONNECTIVITY

The District has distributed more than 7,000 Chromebooks to students to assist in remote learning participation.

The District has purchased 250 wifi hotspots from Verizon. To date, 236 of them have been distributed to District families.

Reliable connectivity remains an issues for many families, and Zoom meetings have been hampered by disconnect issues.

The District is currently investigating alternate methods of providing wifi connectivity to the entire city of Lompoc and surrounding area.



ATTENDANCE

Attendance is important because students are more likely to succeed in academics when they attend school regularly. Therefore, whether we are in 100% distant learning, small specialized cohorts, hybrid, or back to normal, all students need to be in a class, participating and engaged in learning.

LUSD continues to utilize the LUSD Attendance Mediation Program to assist and support families in attending school.

- Step 1 - CARES Letter 1--offering support
- Step 2 - CARES Letter 2--After School Meeting
- Step 3 - CARES Letter 3--Administrative Meeting with parents
- Step 4 - CARES Letter 4--School Attendance Review Board (SARB)
- Step 5 - Truancy Mediation Team meeting with the DA's office

Each site is also utilizing a multi-tiered system of support to re-engage our students and families back into school depending on the level of absenteeism.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Survey of secondary school students to identify needs
- SEL at a Distance training through PBIS trainers
- SEL curriculum (Second Step) purchased for all elementary and middle schools
- Distance Learning SEL tips during district wide trainings
- Counseling referrals continue to community agencies
- Partnering with agencies to provide targeted interventions
- After-school intervention groups led by counselors/administration
- Behavior trainings for parents with LUSD Behavioral Specialists

VIDEOS FOR STAFF AND FAMILIES

Transportation: <https://youtu.be/qHHqcr2dprk>

Food Services: <https://youtu.be/WTsYeEbVDN0>

Maintenance & Operations: <https://youtu.be/i95B9hBdCtc>

Health Services:

https://docs.google.com/presentation/d/1PVshGtKBppT04nPP-fHRKU8U-cC_Tf6_bAJuDBhXvjw0/edit?usp=sharing

DISTRICT RECOMMENDATION

LUSD REOPENING PLAN

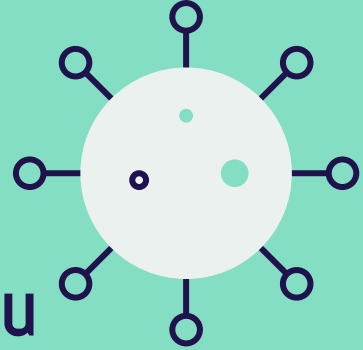
2020-2021



- Targeted Full Reopening in January
- Anticipated Elementary Date: January 11
- Anticipated Secondary Date: January 25
- Final decision by early-January Board meeting.

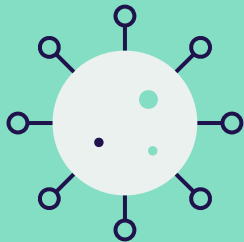


THANK YOU!



If you have any further questions you
can send them here.

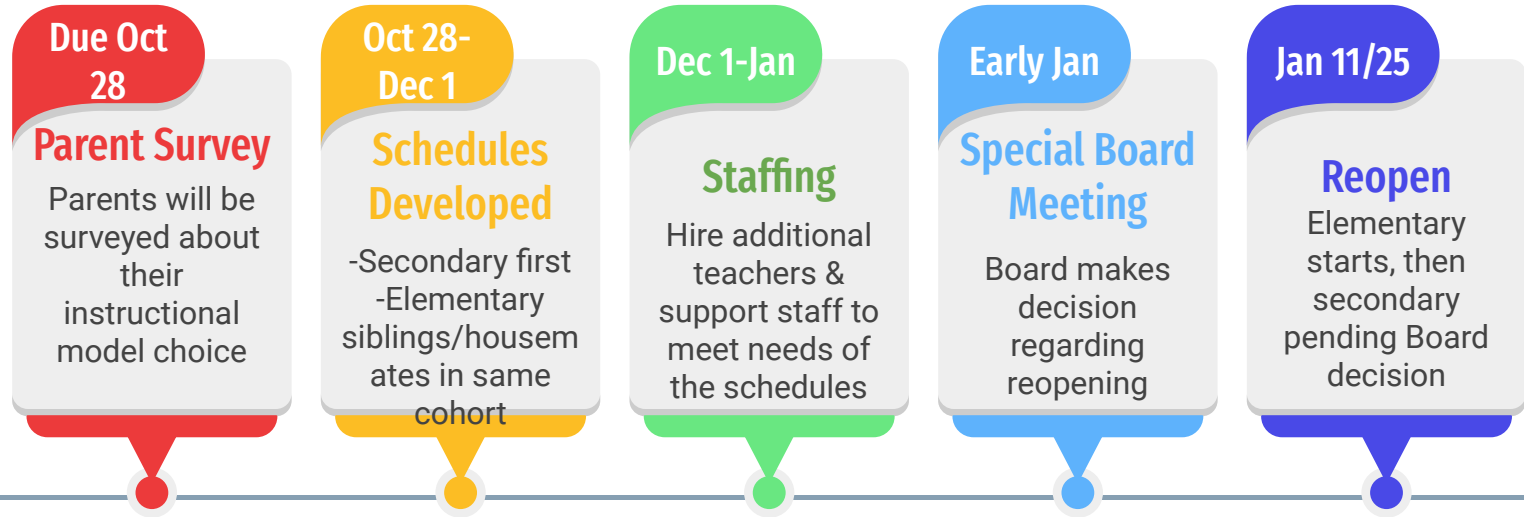
contact@lusc.org



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Reopening Timeline for January Reopening



<https://forms.gle/fQYJZvHALUjNatMj9>

Cronología de Reapertura en Enero

**Octubre
28**

Cuestionario para Padres

Se enviará un cuestionario a los padres sobre la opciones de aprendizaje.

**Oct 28 -
Dic 1**

Desarrollo de Horarios

- Primero Escuelas Intermedias y Secundarias
- Primaria - agrupar estudiantes del mismo hogar en el mismo grupo

**1 de Dec
-Enero**

Organización de Personal

Contratación de maestros y personal adicional para apoyar las necesidades de los horarios

**Principios de
Enero**

Junta Especial

Decisión del Consejo de Educación sobre la reapertura

**Enero
11/25**

Reapertura

Primaria regresa primero, después las escuelas intermedias y secundarias pendiente a decisión consejo

Parent Options for Instructional Models- Elementary

Option 1

In-Person Learning

My student will attend school in person, face-to-face

In-person learning will either consist of a hybrid model with in-person learning maximized or a full in-person model following health and safety guidelines. Safety precautions that will take place at school are addressed in the Q&A document posted at www.lusd.org and additional information is available at your child's school.

Option 2

Distance Learning

My student will attend school remotely, online

Distance learning is developed and supported by LUSD teachers. Parents choosing Option 2 will be scheduled into classes that will be conducted via Zoom and utilizing a digital platform such as Google Classroom. Instruction will take place through a combination of synchronous and asynchronous activities according to the distance learning schedule accessible at www.lusd.org.

Option 3

Independent Study

I prefer to teach my student

Mission Valley K-8 is an Independent study instructional format which includes a weekly meeting with a teacher that assigns the work for all classes that week. Students are responsible for completing the work during the week and seeking additional assistance if needed. Parents are responsible for helping to guide the student to complete work.

Opciones de Aprendizaje - Primaria

Opción 1

Aprendizaje Presencial

Mi estudiante asistirá a clases en persona, cara a cara

Aprendizaje en persona consistirá de un modelo híbrido con aprendizaje en persona maximizado o en un modelo completamente presencial siguiendo las directivas de salubridad y seguridad. Las precauciones de seguridad que se aplicaran en la escuela están indicadas en el documento de Preguntas & Respuestas publicadas en www.lusd.org así como información adicional en la escuela de su estudiante.

Opción 2

Aprendizaje a Distancia

Mi estudiante asistirá a clases a distancia, en línea

Aprendizaje a distancia es desarrollado y apoyado por los maestros del LUSD. Padres que elijan la Opción 2 se programarán en clases que se efectuarán mediante Zoom y utilizarán plataformas digitales tal como Google Classroom. La enseñanza se efectuará mediante una combinación de actividades sincrónicas y asincrónicas de acuerdo al horario de aprendizaje a distancia disponible en www.lusd.org.

Opción 3

Estudios Independientes

Prefiero enseñar a mi estudiante

Mission Valley Grados K-8 es un modelo de aprendizaje de estudio independiente el cual incluye una junta semanal con un maestro que asigna el trabajo para todas las clases esa semana. Los estudiantes son responsables por completar el trabajo durante la semana y solicitan ayuda adicional la necesitan. Los padres son responsables de ayudar a guiar al estudiante para completar el trabajo.

Secondary Options

Option 1

In-Person Learning

My student will attend school in person, face-to-face

In-person learning will either consist of a hybrid model with in-person learning maximized or a full in-person model following health and safety guidelines. Safety precautions that will take place at school are addressed in the Q&A document posted at www.lusd.org and additional information is available at your child's school.

Option 2

Distance Learning

My student will attend school remotely, online

Distance learning is developed and supported by LUSD teachers. Parents choosing Option 2 will be scheduled into classes that will be conducted via Zoom and utilizing a digital platform such as Google Classroom. Instruction will take place through a combination of synchronous and asynchronous activities according to the distance learning schedule accessible at www.lusd.org.

Option 3

Independent Study

I prefer my student enroll in an independent study program at Mission Valley (grades 7-8) or at their high school (grades 9-12)

Independent study is an instructional format which includes a weekly meeting with a teacher that assigns the work for all classes that week. Students are responsible for completing the work during the week and seeking additional assistance if needed. Parents are responsible for helping to guide the student to complete work.

Opciones de Secundaria

Opción 1

Aprendizaje Presencial

Mi estudiante asistirá a clases en persona, cara a cara

Aprendizaje en persona consistirá de un modelo híbrido con aprendizaje en persona maximizado o en un modelo completamente presencial siguiendo las directivas de salubridad y seguridad. Las precauciones de seguridad que se aplicaran en la escuela están indicadas en el documento de Preguntas & Respuestas publicadas en www.lusd.org así como información adicional en la escuela de su estudiante.

Opción 2

Aprendizaje a Distancia

Mi estudiante asistirá a clases a distancia, en línea

Aprendizaje a distancia es desarrollado y apoyado por los maestros del LUSD. Padres que elijan la Opción 2 se programarán en clases que se efectuarán mediante Zoom y utilizarán plataformas digitales tal como Google Classroom. La enseñanza se efectuará mediante una combinación de actividades sincrónicas y asincrónicas de acuerdo al horario de aprendizaje a distancia disponible en www.lusd.org.

Opción 3

Estudios Independientes

Prefiero inscribir a mi estudiante en el programa de estudio independiente en Mission Valley (grados 7-8) o en su escuela secundaria (grados 9-12)

El modelo de aprendizaje de estudio independiente el cual incluye una junta semanal con un maestro que asigna el trabajo para todas las clases esa semana. Los estudiantes son responsables por completar el trabajo durante la semana y solicitan ayuda adicional la necesitan. Los padres son responsables de ayudar a guiar al estudiante para completar el trabajo.

LUSD Parent Survey: Learning Options in January
Cuestionario para Padres: Opciones para el
aprendizaje en enero

<https://forms.gle/wk9skCNffhA5825F7>

Back to School

[remotely]



child nutrition services





Spring 2020 Response

USDA Waivers

- National School Lunch Program → Summer Food Service Program (SFSP)
 - 100% free, no student ID
- Adult pick-up
- Meal consolidation & meal times
- Meal patterns
- Ineligible site participation



SY 2020- 2021 Waivers

USDA Waivers Extended

- ~~• National School Lunch Program~~
- ~~• Summer Food Service Program (SFSP)~~
- Adult pick-up
- Meal consolidation & meal times
- Meal patterns

Meal Service Overview

- All schools open for food distribution 11:00am-1:00pm Mondays & Wednesdays
- Students may visit any site
- Students OR adults may pick up food. Food is only for LUSD students, unless purchased.
- Student name and school or ID must be presented
- Eligibility is in effect and CEP schools are the same as 2019-2020 SY
- All menus will be the same and meet HS minimums. Pricing set to match.
- Mondays & Wednesdays scratch cook recipes, IW items sent home for remaining days



Ensuring no kids are hungry

If you identify students who are unable to pick up meals, especially those who rely on free/reduced meals, please communicate with us to ensure they get food. Transportation & Nutrition Services will team up to deliver food.

100% Distance Learning Schedules

<https://bit.ly/remotesched>

100% Distance Learning—Teacher Schedule

Traditional Middle and High Schools

Regular Schedule	Mon/Tues/Thurs/Fri	Late Start Schedule	Wednesday
8:00 - 8:45	Office Hours	8:00 – 10:00	Professional Development
8:45 - 9:45	Period 1 (Zoom)		Site Meetings
9:45 - 10:00	Break		
10:00 - 11:00	Period 2 (Zoom)	10:00 - 10:30	Period 1 (Zoom)
		10:35 - 11:05	Period 2 (Zoom)
11:00 - 11:45	Lunch	11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:45	Period 3 (Zoom)	11:45 - 12:15	Period 4 (Zoom)
12:45 - 1:00	Break	12:15 - 1:00	Lunch
1:00 - 2:00	Period 4 (Zoom)	1:00 - 3:00	Prep
2:00 - 3:00	Prep		

Office Hours—Teachers will either schedule individual/small group appointments and/or be available for student drop-in appointments.

Zoom—A combination of direct instruction through Zoom, learning through an LMS (Google Classroom or Canvas), or other activities as directed by the teacher.

Prep—Time for teachers to plan learning activities, record videos, set up the LMS, or engage in other teacher-directed professional duties.

Professional Development/Site Meetings—Site- or district-directed professional development, PLC meetings, staff meetings, or other meetings determined by site administration.

Sample Synchronous Class Period 9:00-10:00 (Live Zoom)

9:00-9:10—Introduce Lesson

Welcoming/Relationship Building Activity

Attendance

Independent Warm-Up Activity

Review Warm-Up Activity

Introduce Learning Intention

9:10-9:35—Instruction

Presentation of Materials

Guided Learning/Guided Practice

Discussion

Whole Group Learning Activities (i.e. Socratic Seminars, Jigsaw Readings, etc.)

Check for Understanding/Feedback

9:35-9:55—Practice

Independent Practice

Small group projects

Individual projects

Presentation of projects

Teacher support

9:55-10:00—Closure

Formative Assessment

Reflect/Review

Lesson Wrap Up

Review Homework Assignments

Dismiss Class

100% Distance Learning—Student Schedule

Traditional Middle and High Schools

Regular Schedule	Mon/Tues/Thurs/ Fri	Late Start Schedule	Wednesday
8:00 - 8:45	Teacher Office Hours	8:00 – 10:00	Asynchronous Learning
8:45 - 9:45	Period 1 (Zoom)		
9:45 - 10:00	Break		
10:00 - 11:00	Period 2 (Zoom)	10:00 - 10:30	Period 1 (Zoom)
		10:35 - 11:05	Period 2 (Zoom)
11:00 - 11:45	Lunch	11:10 - 11:40	Period 3 (Zoom)
11:45 - 12:45	Period 3 (Zoom)	11:45 - 12:15	Period 4 (Zoom)
12:45 - 1:00	Break	12:15 - 1:00	Lunch
1:00 - 2:00	Period 4 (Zoom)	1:00 -	Asynchronous Learning and/or Homework
2:00 -	Homework		

Teacher Office Hours—Teachers will either schedule individual/small group appointments and/or be available for student drop-in appointments.

Zoom—A combination of direction instruction through Zoom, learning through an LMS (Google Classroom or Canvas), or other activities as directed by the teacher.

Asynchronous Learning—Student learning through a teacher-provided activity, which can include, but is not limited to a slide presentation, a video presentation, discussion posts, guided exploration of online content, or other activities. Asynchronous learning is not the same as independent or group homework activities, but can include guided practice with electronic

feedback. “Asynchronous” means that students will be provided the same content, but that students can work through the activity at their own time and their own pace. It is suggested that students use the blocks of time noted above to complete the asynchronous learning.

Homework—Students will be assigned homework from each of their classes to extend the classroom learning. Homework may include additional learning activities, assignments, discussion posts on google classroom, or other activities for students to practice what they have learned. Homework can be completed at any time during the day when students are not engaged in a Zoom class.