



Opening of School.....Fall 2020

Presented for the Board of Education
July 20, 2020

Objectives for today....

- To share our opening plans for Fall 2020
- To message how we arrived at these plans
- To share information about health and safety preparedness
- To communicate our teaching and learning plan based on what we learned from our Spring experience
- To convey what we are planning for next

Health and Safety

- Correspondence with partner agencies
- What are we looking to our partners for?
 - Guidance
 - Direction
 - Planning Forward



District Work Groups on Health and Safety

- Personal Protective Equipment (PPE)
- Health Screening/Standards
- Shared Spaces on Campus
- Extracurricular Activities
- Play/Equipment Use
- Vulnerable Student Groups
- Group Congregation and Gatherings
- Transportation
- Classroom Environment and Set Up
- Nutrition Services

Health and Safety Example: PPE

Facial Coverings

Hand Sanitizer

Gloves

Face Shields

Thermometers

What are our plans for these items?

- Ordering volume
- Deployment
- Protocols for use
- Video modeling

Teaching and Learning

Lessons learned from the qualitative data

#1: Better Online Instruction

Student & Parent Suggestions

Better approximate a classroom experience:

- Teachers teaching over **video**
- More **structured** and scheduled
- Using a **common platform** (frequently mentioned by Spanish speakers)
- Less work overall and less **busy work**

#2: Improved Communication

Student, Parent &
Teacher Suggestions

Most-Used Tools

- Email
- Phone calls
- Schoolloop
- Texts/Apps
- Class Dojo

37%

of Teachers

***Extremely or
Quite Challenging***
to Communicate

Requests & Needs

- Students and parents want more **explanations** of assignments
- Teachers and parents need Spanish **language support**
- Teachers need easier ways to **contact parents** as a group and individually, track communication
- Parents need help with the **technology**
- Opportunities for **feedback/grades**

#3: More Interaction & Support

Parent & Teacher Suggestions

Need more teacher interaction and additional support for students:

- With special needs
- English learners
- Those who teachers couldn't reach
- Who need hands-on tools (youngest students)
- Who needed social-emotional support
- Struggling and in need of tutoring

Planning a *SMART START*

Days 1-23

Programs to address

- Potential learning gaps
- Social-emotional learning
- Common digital pedagogy
- Needs of special populations
- Grades/feedback for students

Includes

- Focused curriculum
- Resources and lessons for teachers
- Increased “live” instruction
- Teacher professional development
- New learning platform and communication tools

3 Level Advisory Committees

Composition

- Teachers
- Parents
- Students (HS)
- Administrators
- Labor Partners

Topics Covered

- Analyzed survey data
- Determined student and staff needs
- Health & Safety
- Social Emotional Learning (SEL)
- Various models for instruction

Elementary Schools

Summer Enrichment & Learning



Summer Enrichment & Learning 2020 Elementary SEAL Program



Elementary SEAL Teacher Expectations

Summer Enrichment and Learning (SEAL) lessons will consist of 2 hours of live teaching and will be offered Monday through Friday, June 22- July 17. During this 4 week SEAL program, students will engage in learning through standards-based math and literature tasks to explore the idea of a world that can become better through individual and collective actions, innovative thinking, and storytelling. Please read this document carefully and once you understand its contents, complete the SEAL Teacher Questionnaire (link located at the bottom of this document).

Teacher Duty Day:

- 3hrs: 8:30-11:30
- Live synchronous instruction: 9:00-11:00
- Time before and after instruction for planning, attendance, and communication to families.

Teacher Expectations

- 2 hours of live instruction
- Implementation of technology and online applications
- Feedback and communication with students and families

Summer Enrichment & Learning

Key Curricular Components

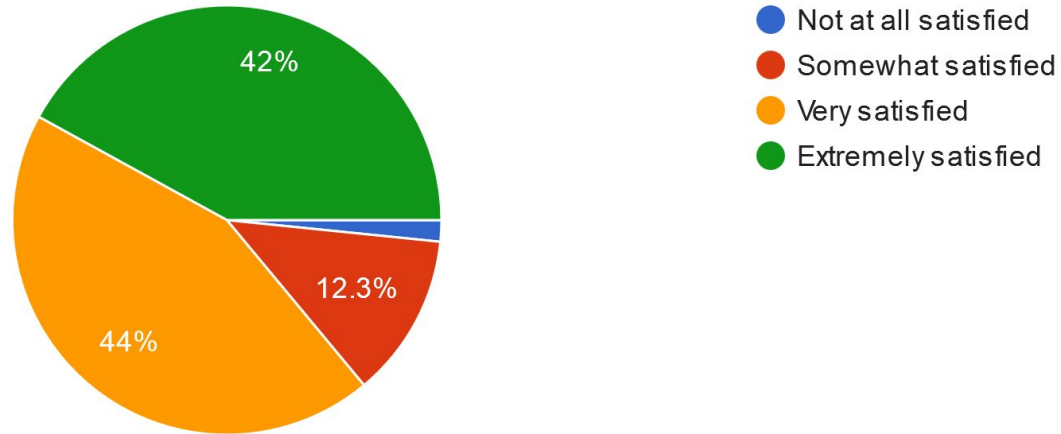
- Integrated instruction in English-Language Arts/ English Language Development, Math and Social-Emotional Learning
- Weekly themes connecting content to students' experiences and interests
- Opportunities for students to share, collaborate with peers, and make deeper meaning

Weekly Essential Questions	
June 22-26	What can I do to make the world better?
June 29-July 2 (July 3rd is a holiday)	What can a community do to better the world?
July 6-10	What can be created or invented to improve our world?
July 13-17	What is my vision for a better world?

SEAL Feedback - Parents

How satisfied are you with your child's overall SEAL experience?

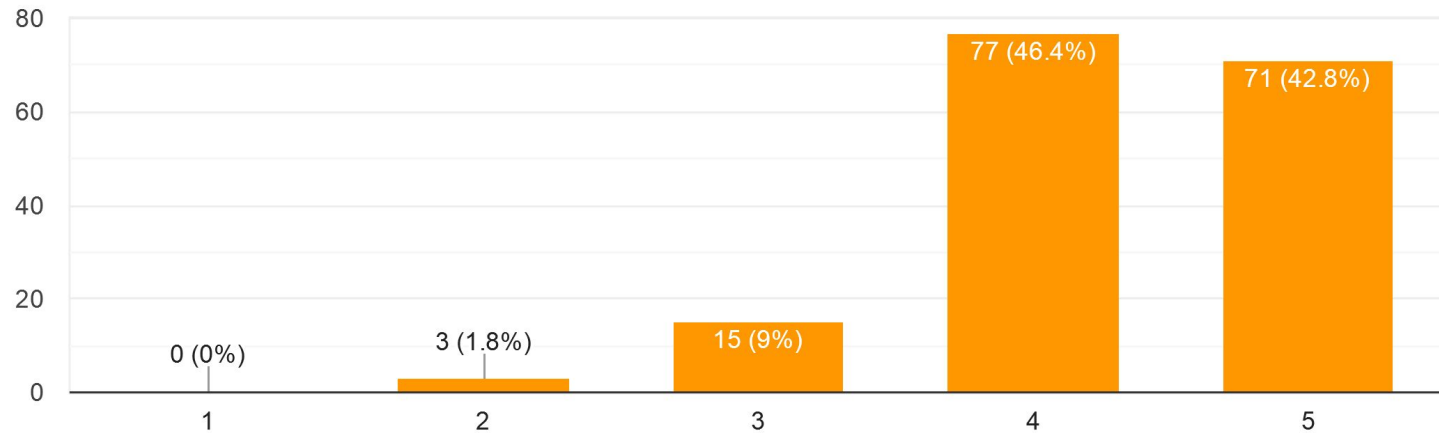
745 responses



SEAL Feedback - Teachers

How confident do you feel in planning for two hours of live, synchronous high-quality instruction?

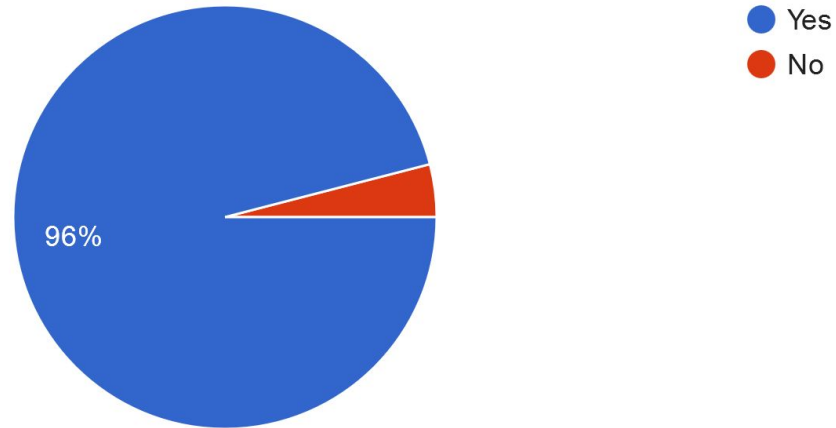
166 responses



SEAL Feedback - Students

Did you feel that your SEAL teacher cared about you during this summer program?

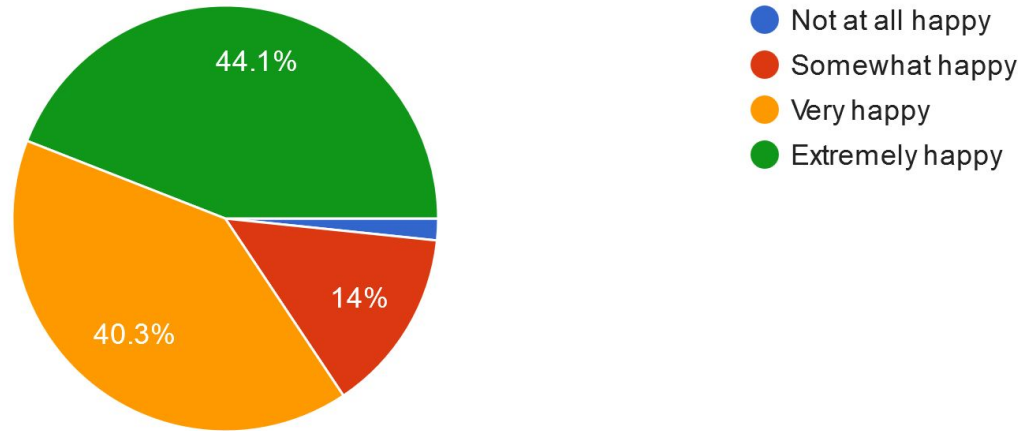
1,094 responses



SEAL Feedback - Students

How happy are you with your SEAL experience?

1,094 responses



Elementary - Instructional Models

First-Fifth Grade Schedule Options				
Option	#1a: Full Day At School, Group A	#1b: Full Day At School, Group B	#2: Hybrid 50% At School, 50% Online At Home	#3: Full Day At Home 100% Online
Teacher/ Staff Supervisor	Teacher Instruction 8:00-10:40 Direct and guided instruction in English-Language Arts, Math, Social Studies and Science	Staff Supervisor Extended Learning, 8:00-10:40 Collaborative and independent work; supplemental ELA and Math tasks; research/ inquiry	Teacher Instruction: School 8:00-10:40 Direct and guided instruction in English-Language Arts, Math, Social Studies and Science	Teacher Whole-Group Instruction 8:00-10:00/ 11:45-1:00 Direct and guided instruction in English-Language Arts, Math, Social Studies and Science
Teacher/ Staff Supervisor	Staff Supervisor Extended Learning, 11:20-2:00 Collaborative and independent work; supplemental ELA and Math tasks; research/ inquiry	Teacher Instruction 11:20-2:00 Direct and guided instruction in English-Language Arts, Math, Social Studies and Science	Independent Work: Home Flexible Time Independent work; supplemental ELA and Math tasks; research/ inquiry	Student Independent Work 10:00-11:00/ 1:00-2:00 Supplemental ELA and Math tasks; research/ inquiry Teacher SGI, 1:00-2:00

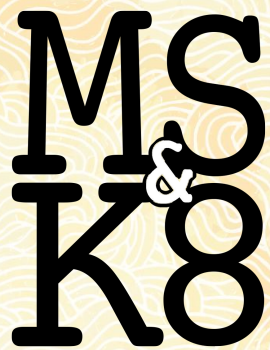
Elementary - Online Model

Third-Fifth Grade Sample Schedule

	Topic	Method, GRR Phase	Pedagogical Routines	Details
8:00-8:20	Welcome & Social-Emotional Learning	• Whole Group • Live, Synchronous • Meet/Zoom	Morning Meeting Introduce Concepts	Attendance, Social-emotional check-in, introduce concepts and learning plan: • Essential Question • Learning Targets • Work Plan
8:20-9:10	English Language Arts	• Whole Group • Live, Synchronous Meet/Zoom • Focused and Guided Instruction	Collaboration, Connections, and Conversations Checking for Understanding	Wonders online platform, Unit guidance documents; integrated ELD
9:10-9:15	Mindfulness and Movement	• Whole Group • Live, Synchronous Meet/Zoom	Movement/Mindfulness/Song	Physical and mental/ emotional breaks
9:15-10:00	Mathematics	• Whole Group • Live, Synchronous Meet/Zoom • Focused and Guided Instruction	Collaboration, Connections, and Conversations Checking for Understanding	Think Central, Unit guidance documents, integrated ELD

Elementary - Online Model

Third-Fifth Grade Sample Schedule				
	Topic	Method, GRR Phase	Pedagogical Routines	Details
10:00-11:00	Collaborative and/or Independent Learning	• Collaborative Learning • Independent Learning • Assignments posted in LMS • Teacher monitoring instruction, available for support	Relevant/Complex Tasks and Making Meaning	All content areas, differentiated learning plans: synchronous or asynchronous assigned through LMS, ST Math, Core5
11:45-12:30	Science, PE, Art or History	• Whole Group • Live, Synchronous Meet/Zoom • Focused and Guided Instruction	Collaboration, Connections, and Conversations Checking for Understanding	Research and inquiry Exploration Integrated ELD
12:30-1:00	Closure/ Reflection/ Feedback	• Whole Group • Live, Synchronous Meet/Zoom	Formative assessment	Social-emotional lesson, class feedback, Q/A, learning log.
1:00-2:00	Small Group Instruction/ ELD/ Guided Reading	• Small Group • Live, Synchronous Meet/Zoom	Collaboration, Connections, and Conversations Checking for Understanding	Other students completing collaborative and/or independent tasks



Middle & K-8 Schools

MS/K8 Summer Enrichment & Learning

Content Focus of MS SEAL:

- Group 1: Math readiness for rising 7th and 8th grade students (913 students)
- Group 2: ELD support for rising 7th to 9th grade newcomers (45 students)

Criteria:

- Semester 1 D or F in math course
- Not Met on SBAC Math from prior year
- Initial or Overall ELPAC at the Beginning Level; Less than 2 years as EL

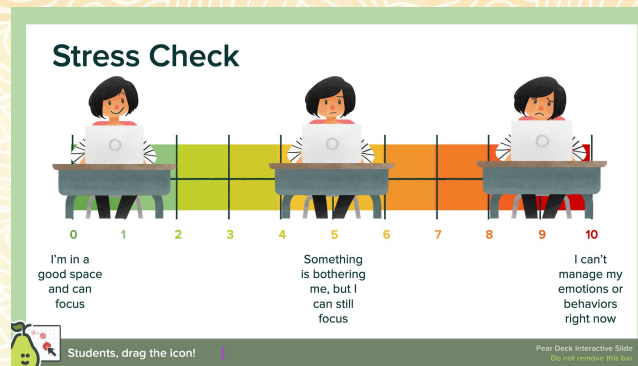
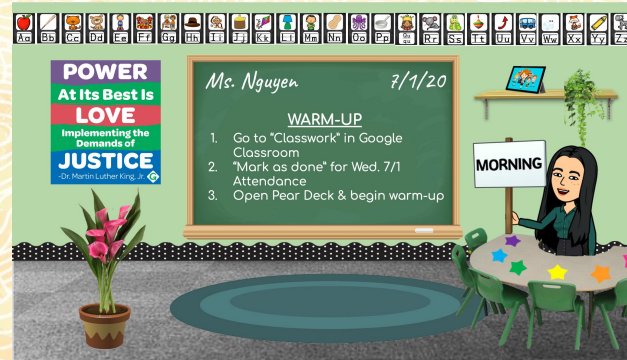
MS/K8 SEAL Program

Expectations:

- Fifty minutes of live, synchronous instruction
- Incorporate opportunities to build relationships
- Engage students in online collaboration and conversation
- Focus on the essential learning standards
- Additional hour of asynchronous work

Lesson Structure:

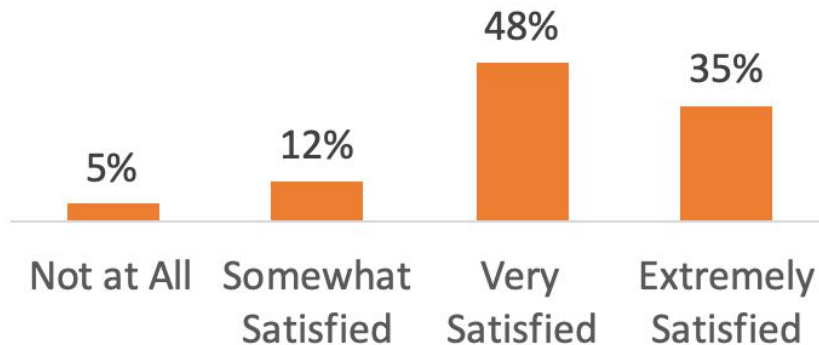
- Warm up
- Synchronous direct instruction
- Practice with feedback



MS/K8 SEAL Feedback

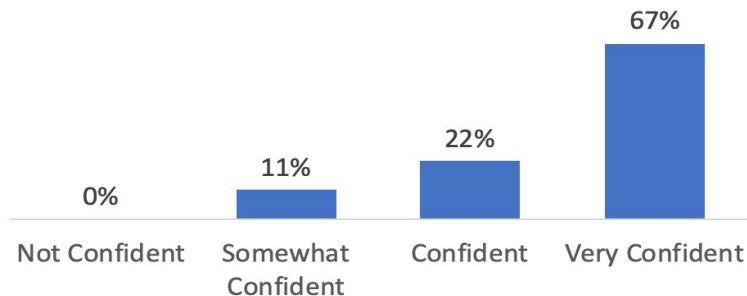
Family Survey

How satisfied are you with your child's overall SEAL experience?

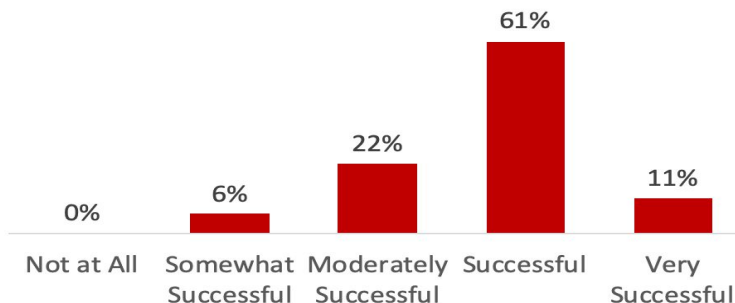


Staff Survey

How confident do you feel in planning daily live, synchronous high-quality instruction?



How successful have you been at engaging students in live, synchronous high-quality instruction?



MS/K8 SEAL Learning

Implications for the fall:

- Technology Essentials
- Use of Interactive Apps as Resources to Support Pedagogical Best Practices
 - Engagement, motivation, and connection
 - Collaboration, feedback and formative assessment
- Identification of Essential Learning Standards
- Clear Lesson Structure
 - Direct instruction combined with opportunities for inquiry

MS/K8 Instructional Models

Middle School Sample Schedules

Option #1 Hybrid A/B Schedule with Virtual Mondays				Option #2: All Virtual At-Home Learning		Option #3: At Home Independent Study	
Time	Virtual Monday	Tues/Thurs A Day	Wed/Fri B Day	Time	Daily	Time	Daily (Note: Schedule may vary)
9:00-9:55	Period 1 All	Period 1A	Period 1B	9:00-9:50	Period 1	9:00-9:50	Per. 1 APEX Course #1
10:05-11:00	Period 2 All	Period 2A	Period 2B	10:00-10:50	Period 2	10:00-10:50	Per. 2 Independent Work
11:10-12:05	Period 3 All	Period 3A	Period 3B	11:05-11:55	Period 3	11:05-11:55	Per. 3 APEX Course #2
12:05-12:35	Lunch (Multiple lunches at larger sites)			11:55-12:45	Lunch	11:55-12:45	Lunch
12:35-1:30	Period 4All	Period 4A	Period 4B	12:45-1:35	Period 4	12:45-1:35	Per. 4-APEX Course #3
1:40-2:35	Period 5 All	Period 5A	Period 5B	1:45-2:35	Period 5	1:45-2:35	Per. 5-APEX Course #4
2:45-3:40	Period 6 All	Period 6A	Period 6B	2:45-3:35	Period 6	2:45-3:35	Per. 6-Independent Work

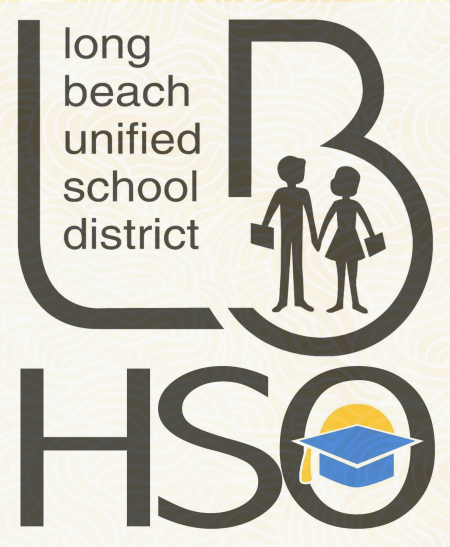
MS/K8 Online Models

All Virtual Option:

- 6-7 traditional courses
- 50 minute periods
- Daily live, synchronous instruction
- Replicate the effectiveness of SEAL instruction

Independent Study Option:

- 4 APEX courses
- Supplemented with 20-50 minutes of live, synchronous instruction and support
- Strong alternative to the traditional home school model



High Schools

2 Models for Consideration

Model 1: Virtual Learning Model

- An all online option that may or may not include independent study options

Model 2: Hybrid Learning Model

- Some blend of virtual and face-to-face learning

Considerations

- Align schedules as much as possible to pre-COVID.
- Provide flexibility to maximize in-person learning for students.
- Follow guidelines in AB 77 and SB 98.
 - Instructional minutes will be reduced to a minimum 240 minutes per day for grades 4-12 in an effort to offer teachers more flexibility during distance learning (see section 43501 of AB-77).
 - Shall offer in-person instruction to the greatest extent possible.
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.
 - Daily attendance must be taken.
- Maintain student routines

Virtual Learning Model

Description: Parent and students would elect into this option. Students take a blend of synchronous learning and APEX courses. Synchronous learning would be taught by a teacher for all-online instruction. Live sessions would occur daily. APEX courses, which are online courses designed for independent study, would be used to supplement a students' schedule. The number of synchronous classes vs. APEX courses may vary.

Sample Student Schedule:

Synchronous/APEX Blend	
Block 1/2	Synchronous/APEX
Nutrition	
Block 3/4	Synchronous/APEX
Lunch	
Block 5/6	Synchronous/APEX
Block 7/8	Synchronous/APEX

Hybrid Learning Model

Description: Students are split into 2 groups (group A attends face to face, group B attends virtual model then switch alternating days)

Sample Student Schedule:

Hybrid		
	A Group In Person B Group Virtual	B Group In Person A Group Virtual
Block 1/2	Period 1/2A	Period 1/2B
Nutrition		
Block 3/4	Period 3/4A	Period 3/4B
Lunch		
Block 5/6	Period 5/6A	Period 5/6B
Block 7/8	Period 7/8A	Period 7/8B

Learning Management System (LMS) Exploration

How can we address the challenges of using multiple platforms in virtual learning?
How can we improve workflow and communication within schools and between schools and families/community?

Multiple Platforms and Apps



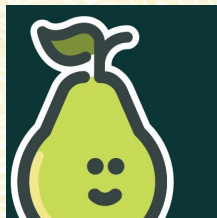
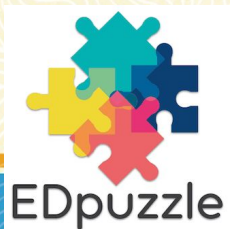
CHALLENGE

Teachers students and parents reported confusion and frustration with navigating through multiple apps and having multiple accounts for every class.



SOLUTION

LMS offers a one-stop shop that builds a more coherent learning experience for all stakeholders: learning apps are fully integrated into the system.



Interaction and Engagement

CHALLENGE

There were barriers to interactions between students, feedback from teachers to students, and interactions between teachers and parents.

SOLUTION

An LMS provides the environment for confidential interactions and feedback, as well as tools for teacher collaboration and support for both synchronous and asynchronous teaching and learning.



Consistent Communication

CHALLENGE

Google classroom made it difficult for parents to monitor student progress and the multitude of communication apps created both redundancies as well as gaps in communication with families



SOLUTION

The LMS gives parents a full view of the classroom so they can be proactive in their support
Communication options are numerous and flexible

Continuing Work

Research:

- Facilitated vendor demos with **teacher focus groups** to inform LMS selection
- Partnering on the technical aspects of implementation with TISB to integrate with Synergy and other applications utilized by teachers

OCIPD:

- Working on the **integration of curricular tools**
- Planning **teacher training** needs as new system is rolled out

Level Offices:

- How to proceed with the development of a **timeline for implementation** that involves site leaders?

Teacher Feedback

“I especially appreciated the many different ways parents can choose their communication. This was a **BIG barrier**.”

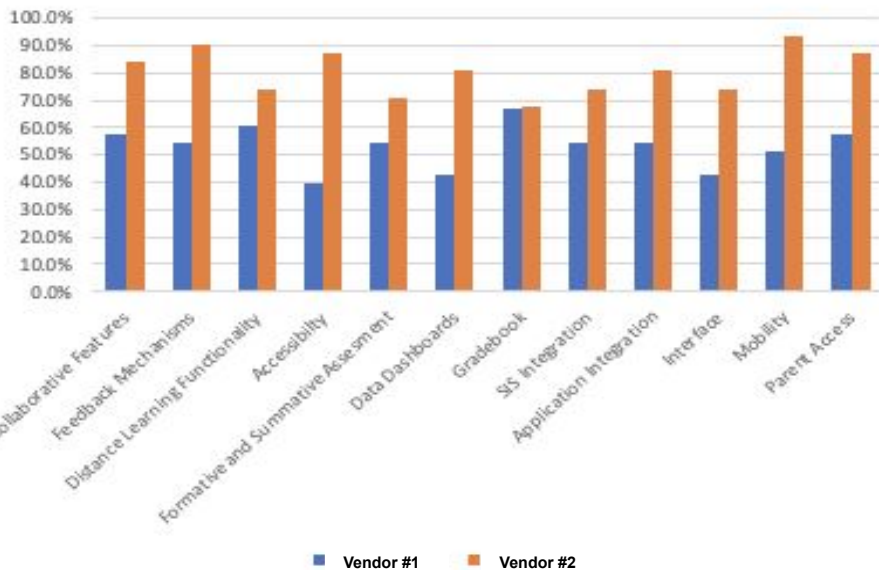
“Wow! It allows us to connect with so many options. The nice part about this was that we don't have to have a million tabs open to access the tool, we can work on the materials right inside of the LMS. The **students do as well.**”

“I realized about half way through the presentation that I need to have a **perspective shift**. A shift from thinking and saying I did it this way in the classroom to what is my best practice using a digital platform. I realized what worked in the classroom may not be best practice now.”

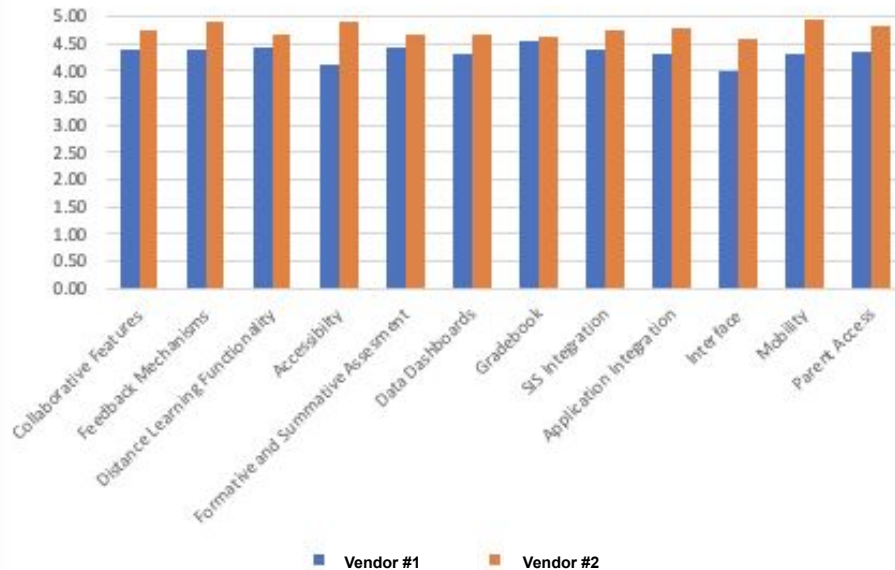
“We would need numerous **workshops and PD** for teachers that are not tech savvy.”

Teacher Results

Percent of Teachers Awarding a Score of 5



Average Teacher Scores



Vulnerable Student Groups, Social Emotional Learning (SEL) & Mental Health

Students with disabilities, foster youth, homeless youth and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements

Vulnerable Groups

- Amid school closure, the LBUSD has been looking at different options to bring the district's most vulnerable students back safely.
- Due to the recent announcement that LBUSD will remain entirely online, at least through Oct. 5, due to the recent spike in coronavirus cases in Southern California, district staff is preparing to enhance the online learning experience to support learners (e.g., English learners, foster youth, homeless youth, students with disabilities) with differing needs.
- The district has provided myriad of social and emotional learning (SEL) activities for students, parents/guardians and staff during school closure and SEAL summer school that will be enhanced upon the start of the new school year.
- Social, emotional and behavioral health-related support has been provided amid school closure and during summer school/ESY.
- The district will take a deeper dive in discussing these groups during the Aug. 5th Board meeting.

Special Education

Specialized Instruction and IEP Services:

- Specialized Academic Instruction (SAI) will include live/virtual synchronous and asynchronous learning options to ALL students
- Unique learning Systems (ULS) specialized and alternative curriculum being provide to our most vulnerable populations
- Related Services will be provided virtually, with modifications being made to 1:1 support services
- Accommodations/Modifications are being followed to the extent possible under distance learning
- All IEPs will be conducted virtually in accordance with the law
- Senate Bill 98 requires IEPs to include the language to address emergency situations. LBUSD IEP language will include: *“During a present or future unknown emergency, the services reflected in the particular IEP will be implemented to the greatest extent practicable through a flexible delivery model such as online/distance learning.”*
- More to come...



Homeless Youth and Foster Youth

Homeless Youth

- Continue to work with community agencies and shelters to assess that homeless youth have the necessary resources (e.g., food, housing, technology).
- Continue to serve homeless youth and families in need of basic need services.

Foster Youth

- Continue to reach out to foster families to assess basic needs (food insecurity/housing/health), academic needs (home learning/connectivity support) and social/emotional needs
- Continue to communicate with DCFS daily to ensure LBUSD updates are given to county social workers.

English Learners (ELs)

- Additional support to meet unique **language acquisition** needs
- Newcomer Support Coach to provide **parent outreach** for use of digital tools/new platform
- Dedicated **support lines** for parents in Spanish (and other home languages)
- Special consideration for providing ***additional time***, across level models for student teacher **interaction** and support
- New curriculum support documents being developed for K-5 **Dual Immersion** classes

Social and Emotional Learning (SEL)

Social and emotional learning is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. The following SEL activities have been a focus for students, parents/guardians and staff during school closure and SEAL summer school and will be enhanced upon the start of the new school year:

Students

- Morning wellness check-ins
- Mindfulness & movement
- Breathing techniques
- Self-regulation
- Grief and trauma resources
- Well-being resources

Parents/Guardians

- Mindfulness parenting classes
- Self-regulation
- New strategies and tools to support balance in your life and home
- Suicide awareness and prevention
- Grief and trauma resources
- Well-being resources

Staff

- Wellness check-ins
- Google Classroom resources and supports
- Suicide awareness and prevention
- Grief and trauma resources
- Well-being resources

Mental Health

- Utilize telecounseling (virtual platform and phone calls) to support the social, emotional, and behavioral health-related needs of students at 26 LBUSD Family Resource Center sites
- Continue to provide students (age-appropriate), families, and staff with information on how to access resources for mental health and wellness.
- Continue to refer students (age-appropriate), families, and staff for direct mental health services (Medi-Cal eligible and private insured)
- Develop videos for families and staff on mental health topics such as anxious behaviors, depressive behaviors, suicide prevention, etc.
- Conduct webinars and/or virtual trainings for families and staff on mental health topics

Closing Thoughts and Communication Plan

In the coming weeks,

- We will be communicating more details about our online models of instruction.
- We will be sharing more about our plans for health and safety upon our return.
- We will continue to plan for appropriate supports for our most vulnerable student populations.
- We will offer systematic and necessary professional development for teachers to support our online instructional efforts.