The health and safety of staff and students is paramount as we open our schools. Our traditional methods of teaching and learning need to change to meet the needs of our students in a virtual or hybrid environment. COVID-19 has disrupted our classrooms, schools and educational system in ways we could have never imagined. As educators, we need to become facilitators and use technology to deliver information and as a tool to support students in making sense of the information that can be found on the internet and their own learning.

The LA Unified Distance Learning and Hybrid Model Instructional Handbook is a set of operational expectations guiding the reopening of schools. This document provides guidance and support to administrators and classroom teachers as we transition back to classroom instruction in August of 2020. Each section provides a WHY, WHAT, and HOW to assist educators in navigating this work.
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INSTRUCTIONAL TIME IN A HYBRID OR ONLINE MODEL

The guidance provided herein is divided into sections for ease of navigation:

- **Defining the School Day** - Sample daily schedules/suggestions on how to use the allotted instructional minutes (subject to negotiations).
- **Feedback to Students** - Suggestions on the use of apps and platforms to incorporate digital feedback into the learning cycle.
- **Essential Standards** - Outline the major learning outcomes in the core content areas.
- **Accessing the Core** - Guidance on designing high quality instructional projects, activities and assignments.
- **Universal Design for Learning** - Aligning the principles of UDL to the digital learning experience that engages all learners and makes learning accessible with specific examples of accessibility features within the UDL framework in order to meet the needs of a variety of diverse learners.
- **Culturally and Linguistically Responsive Pedagogy** - How to meet the cultural and linguistic needs of Standard English Learners (SELS), English Learners (ELS) and all students to maximize learning outcomes for culturally and linguistically diverse students.
- **Meeting the Needs of All Learners** - Resources and links to provide support to make content accessible to Standard English Learners, English Learners, Gifted Learners, Students with Disabilities and all Students. For consistency, all schools will use the Learning Management System (LMS), Schoology, as the central platform to access instruction. The LMS also serves as a communication tool with parents and connects to the Parent Portal. Additionally, schools are to choose one of the three district-approved web-conferencing tools (Zoom, Conferences, Microsoft Teams) with the LMS.

Designating Schoology as the single platform for both synchronous and asynchronous learning that meets all teachers' and students' needs will help avoid confusion for students and parents. School leaders need to provide students and parents the opportunities to become familiar with the multiple digital tools (core or supplemental) that the teachers in a grade level or department may decide to use (e.g., creating short screencast video tutorials on how to submit an assignment).
Sample daily schedules/suggestions on how to use the allotted instructional minutes are subject to negotiations

WHY

While the parameters of a school day are spelled out within Senate Bill 98 (SB 98), LA Unified is currently negotiating with labor partners to define the school day so as to ensure equitable access to instruction districtwide and to create a system that will mitigate learning loss due to COVID-19.

HOW

The school day will be comprised of instructional minutes under the direct supervision of one or more certificated employees, consisting of a combination of face-to-face instruction, synchronous, and asynchronous learning.

The school’s website should have clear directions on how to access a teacher’s virtual classroom, links to most used platforms, information to support parents at home, and other information. Communication is key to making the online experience successful.

Education Code Section 43502 as amended with SB 98 on June 30, 2020, states, in part: “For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered...In-person instructional offerings...will take to offer classroom-based instruction whenever possible, particularly for pupils who have experienced significant learning loss...” EC 43509.

Sample preschool, elementary, and secondary schedules with suggested times allotted to various activities will be available here as they are developed.

Extra Instructional Support:

In order to meet the academic needs of students who require additional support, time needs to be allocated for students to meet with the teacher and/or support personnel in person, face to face and/or virtual (distance learning) outside of their designated “core instructional” time. This instructional support could be offered by the teacher/support person before school, during office hours, afterschool and/or on Saturdays. The focus can be on pre-teaching new materials, re-teaching current year and prior year content, addressing missing foundational skills, and unteaching misconceptions.

Distance learning considerations:

Education Code Section 43503 as amended with SB 98 on June 30, 2020 states, in part, distance learning shall include all of the following:

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (Note that the statute does provide guidance on how to proceed if this is not feasible)
• Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports
• Special education, related services, and any other services required by a pupil’s individualized education program
• Designated and integrated instruction in English language development

WHAT
Sample preschool, elementary, and secondary schedules with suggested time allotments will be available subject to negotiations.
Distance Learning
Tips for Teachers

1. BE FLEXIBLE
Anticipate challenges and have a backup plan. Use a messaging system (e.g. Schoology, Class Dojo, or Google Telephone) to communicate with families.

2. KNOW YOUR TOOLS
In this handbook, find a list of the online teaching tools and resources (core and supplemental) you and your students need.

3. DEFINE YOUR LESSON DESIGN
Crafting a lesson design that works for you is the first step to satisfaction. Find a format that is convenient for you and your students.

4. RECORD LESSON
Recording your own video lessons is useful for reference or view, especially if students are absent or need to re-watch or re-learn a concept. Use free or district-purchased video recording tools.

5. STAY IN TOUCH
Be a part of a community of educators. Share tips and challenges with colleagues from inside and outside of your school site. Follow a blog. Start a chat room. Join an Online Educator group.

6. ENGAGE STUDENTS AND FAMILIES
Make sure to communicate needed materials and assignments prior to class so students come ready. If a student hasn’t participated or seems unprepared for class, reach out to the student and/or the parents.
## Feedback to Students

**Suggestions on the use of apps and platforms to incorporate digital feedback into the learning cycle**

### WHY

Specific feedback guides students to revise and improve their work, fostering self-efficacy and a growth mindset. Feedback that is timely, frequent, relevant, accurate, and aligned to the instructional outcome is even more critical in a remote or hybrid learning environment given that face-to-face interactions with teachers is more limited than when learning in a traditional classroom.

Teaching and Learning Framework Focus Element: 3d3 Feedback to Students: “Students receive specific and timely feedback that will move their learning forward.”

### HOW

**Distance learning considerations:**

Unlike in the traditional classroom setting, the teacher cannot look over the shoulder and provide feedback to students in the form of a quick corrective comment or guiding question. Providing individual, targeted feedback to students in an online environment requires intentional focus and strategies. Below are a few suggestions using common online tools for providing feedback to students:

- Post Anchor Charts and Rubrics for each assignment in Schoology.
- Provide teacher recorded feedback through Schoology.
- Provide teacher written comments via Schoology or Google Docs.
- Provide comments on written work through edit tools in Microsoft or Google Classroom.
- Provide peer feedback opportunities through ZOOM/Teams breakout groups with facilitation by a paraprofessional.
- Provide peer feedback opportunities through Zoom/Teams breakout groups with an appointed student facilitator following a predetermined protocol selected by the teacher.
- Provide personalized feedback during office hours through appointments utilizing a shared calendar.
- Provide office hours for students to log in at designated times to receive timely feedback on assignments.

### WHAT

In “3 Strategies for Providing Online Feedback,” Catlin Tucker discusses how to utilize online tools (video and audio) to provide feedback on student work:

Tips for providing feedback:

- **Giving Effective Feedback**
- **Responding to Feedback**
- **Feedback on Assignments**
- **Draw or Write on Student Work**

The National Institute for Excellence in Teaching has a [15-minute video](#) providing guidance on providing high quality student feedback in a virtual learning environment.
Outline of the major learning outcomes in the core content areas

**WHY**

As pointed out by the Council of the Great City Schools in their publication, “Addressing Unfinished Learning After COVID-19 School Closures”, there has clearly been unfinished learning from the previous levels. Because “it is inadvisable (and impossible) to try to teach every missed concept all at once, it is necessary to prioritize the concepts and skills that are of immediate importance” in learning the current level's content. A focus on Essential Standards will help teachers allocate their time, resources, and efforts in helping students access grade-level work.

**HOW**

The key to determining essential standards is in “prioritization” not elimination. By giving priority to certain standards, teachers can provide in-depth instruction and target their support for students. Essential standards are critical for student success. In the words of Dr. Douglas Reeves from the Leadership and Learning Center, Essential Standards are “those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.”

Key questions:

- What do we expect students to learn?
- How do we know they learned it?
- How do they know they have learned it?
- How do we respond when they do not learn?
- How do we respond when they have already learned?

Essential standards are those that are guaranteed all students will know and be able to do by the end of the year. These are the standards for creating formative assessments. Time and support is provided for students who have not yet mastered them and extensions for those who have. Essential standards do not represent all that is to be taught; they are the minimum a student must learn to reach high levels for learning and demonstrates inter-relationships between other standards.
The chart below provides guidance on how a school can determine those essential standards for their specific students.

<table>
<thead>
<tr>
<th>Criteria for Selecting Essential Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endurance</strong></td>
</tr>
<tr>
<td>When the standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life, it has endurance.</td>
</tr>
<tr>
<td>• Does this standard have value beyond one single test date?</td>
</tr>
<tr>
<td>• Will this standard endure beyond the test?</td>
</tr>
<tr>
<td>• Will the knowledge and skills be important beyond this unit?</td>
</tr>
<tr>
<td><strong>Leverage</strong></td>
</tr>
<tr>
<td>When the standard represents learning that is applied both within the content area and in other content areas, it has leverage.</td>
</tr>
<tr>
<td>• Does this standard have multidisciplinary connections?</td>
</tr>
<tr>
<td>• Is this standard relevant in other disciplines?</td>
</tr>
<tr>
<td><strong>Readiness</strong></td>
</tr>
<tr>
<td>When the standard represents learning that is essential for success in a new unit, course of study or grade level, it has readiness.</td>
</tr>
<tr>
<td>• Does this standard contain prerequisite content and/or skills necessary for the next unit, course of study, or grade level?</td>
</tr>
</tbody>
</table>

Examples of standards with endurance:

**Elementary**
RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Secondary**
RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Example of a standard with leverage:

**Elementary**
W.5.1.
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Secondary**
W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Example of a standard with readiness:

**Elementary**
1.OA.3
Apply properties of operations as strategies to add and subtract.

**Secondary**
6.EE.A.3
Apply the properties of operations to generate equivalent expressions.
WHAT

The Achieve the Core network website has useful links for professional learning, planning for instruction, and classroom resources.

2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics

The considerations repeatedly use several verbs, such as combine, integrate, etc. The verbs most commonly used in the considerations are italicized below and defined in a glossary in the Appendix. Note that content is designated at the cluster level when the guidance refers to the cluster and its standards, and at the standard level in cases where guidance varies within a cluster.

**Considerations for Addressing PRIORITY Grade-Level Content**

The clusters and standards listed in this table name the priority instructional content for grade 1. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.

<table>
<thead>
<tr>
<th>Clusters/Stands</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>Emphasize problems that involve sums less than or equal to 10 and/or the related differences to keep the focus on making sense of different problem types; do not limit the range of addition and subtraction situations, but assign fewer problems with sums greater than 10 or related differences.</td>
</tr>
<tr>
<td>1.OA.B</td>
<td>No special considerations for curricula well aligned to understanding and applying properties of operations to addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>No special considerations for curricula well aligned to adding and subtracting within 20, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.</td>
</tr>
<tr>
<td>1.OA.D</td>
<td>No special considerations for curricula well aligned to work with addition and subtraction equations, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.</td>
</tr>
<tr>
<td>1.NBT.B</td>
<td>Incorporate foundational work on understanding that numbers 11–19 are built from ten ones and some further ones (K.NBT.A) to support grade 1 understanding of place value.</td>
</tr>
<tr>
<td>1.NBT.C</td>
<td>Emphasize the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.</td>
</tr>
<tr>
<td>1.MD.A</td>
<td>No special considerations for curricula well aligned to measuring lengths indirectly by iterating length units, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.</td>
</tr>
</tbody>
</table>

Use the chart below to access priority instructional content in ELA and math as you plan to support your students through hybrid and remote instruction:

**Mathematics**

<table>
<thead>
<tr>
<th></th>
<th>K-Math</th>
<th>1-Math</th>
<th>2-Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Math</td>
<td>4-Math</td>
<td>5-Math</td>
<td></td>
</tr>
<tr>
<td>6-Math</td>
<td>7-Math</td>
<td>8-Math</td>
<td></td>
</tr>
</tbody>
</table>

**English Language Arts**

<table>
<thead>
<tr>
<th></th>
<th>K-1 ELA</th>
<th>2-3 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 ELA</td>
<td></td>
<td>6-8 ELA</td>
</tr>
<tr>
<td>9-12 ELA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distance Learning Models in ELA and math describe adjustments teachers can make to content and pedagogy to advance and preserve student learning.
**ACCESS TO THE CORE**

*Guidance on designing high-quality instructional projects, activities, and assignments*

**WHY**

All students must be exposed to rigorous, cognitively engaging learning experiences. The instructional projects, activities and assignments must be aligned to the Essential Standards, require higher levels of thinking, be culturally relevant, and should include real-world application. Sample elementary and secondary lessons will be available here as they are developed.

As technology advances and the endless amount of information found on the internet, students have access to all the answers “in the back of the book.” As educators, we need to take the endless information and use technology to enhance student learning. We need to support students in using these resources and tools to make sense of the learning, so they can take ownership of their learning.

**HOW**

The instructional projects, activities and assignments help students construct their own understanding and explore interdisciplinary content. Teacher encourages and supports students in initiating or adapting activities and projects to enhance student understanding. The learning activities are differentiated, as necessary, to meet all student learning needs. The LA Unified curriculum maps provide extensive information and resources for planning and delivering instruction. The link to the maps is located on the Division of Instruction homepage.

Project Based Learning is an approach to teaching and learning that asks students to investigate and respond to an authentic, engaging, and complex question, problem or challenge. The tenants of Gold Standard PBL, defined by PBL Works, are: authenticity, sustained inquiry, student voice and choice, reflection, critique and revision, public product and challenging problems or questions. This instructional strategy engages students in meaningful, real-world learning.

It is recommended that educators join the Schoology groups for their particular curricular area to network with other educators and share resources. There are Schoology groups for all curricular areas for elementary, middle, and high schools. Access to the codes requires a single sign on.

Recognizing the challenges of instruction in this hybrid/virtual environment, all elements of content area instruction must be addressed in the instructional program designed for student learning. In addition, feedback and review of student thinking is an integral part learning.
The following table provides some resources for effective teaching practices in the areas of English Language Arts, mathematics, and science:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Elements for Instruction</th>
<th>Resource Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>• Writing</td>
<td>• California ELA/ELD Framework</td>
</tr>
<tr>
<td></td>
<td>• Reading literature and informational texts</td>
<td>• California Common Core State Standards for English Language Arts</td>
</tr>
<tr>
<td></td>
<td>• Speaking and listening</td>
<td>• California English Language Development (ELD) Standards</td>
</tr>
<tr>
<td></td>
<td>• Grammar and mechanics</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Focus</td>
<td>• CA Mathematics Framework</td>
</tr>
<tr>
<td></td>
<td>• Rigor</td>
<td>• Effective Math Teaching Practices</td>
</tr>
<tr>
<td></td>
<td>• Coherence</td>
<td>• Equity-Based Math Teaching Practices</td>
</tr>
<tr>
<td></td>
<td>• Math Practices</td>
<td>• High-Leverage Math Instructional Activities</td>
</tr>
<tr>
<td>Science</td>
<td>• Science and Engineering Practices</td>
<td>• CA Science Framework</td>
</tr>
<tr>
<td></td>
<td>• Disciplinary Core Ideas</td>
<td>• NGSS Implementation</td>
</tr>
<tr>
<td></td>
<td>• Crosscutting Concepts</td>
<td>• NGSS Standards</td>
</tr>
</tbody>
</table>

By design, the NGSS Science and Engineering Practices overlap with Math and ELA. Whether in a remote, blended, or traditional learning environment, deeper integration is possible with an intentional approach.
WHAT

LA Unified has worked closely with all approved digital content providers to be integrated with the District adopted learning management system, Schoology. These digital content resources include core textbook adopted material and other supplemental material. A short video is available to assist in getting started with the LMS App Center.

Remote Lesson Design

- Define Lesson Objectives
- Assess Current Understanding
- Introduce Content
- Assign Application Activity
- Assess Mastery

Setting the Lesson

The time it will take for a student to complete a lesson will vary and depend on the grade level and subject matter.

End the lesson with a reflective question or exit ticket to check for understanding.

Lesson times may vary.

As with all effective lesson design, activities and assignments have clear directions, a rubric of clear expectations, and reflective questions to provide feedback on learning and assist with future lessons.

Designing lessons for remote learning is a little more detailed than creating a lesson that will be delivered in person. In person, one can read the class and determine if students are understanding and make adjustments as needed. This may not be readily obvious in a remote learning environment.

For more information, go to Section 5, Additional Guidance and Resources.
Aligning the principles of UDL to the digital learning experience that engages all learners and makes learning accessible with specific examples of accessibility features within the UDL framework in order to meet the needs of a variety of diverse learners.

**WHY**

Universal Design for Learning is critical because learner variability is the norm. Learner variability is predictable (there is no “average” student) and learner capacities are context dependent. We often think of our skills as constants when they are not. UDL is a framework that recognizes this variability and facilitates planning instruction with clear goals and flexible means.

**HOW**

When planning instruction, consider the UDL Guidelines of Engagement, Representation, and Action and Expression. You may be familiar with this graphic of how these guidelines are associated with different networks in our brain:
### Engagement:

Learners need opportunities to connect to the learning and contribute to it. Ways to assist with this include:

- Keep a chat or backchannel open for students to give ideas, share resources or ask questions
- Ensure students have opportunities to speak frequently rather than just listen. This can be done in breakout rooms or by enabling mics in the class.
- Give students a choice of how to access the lesson content (as long as the goal of the lesson can still be met). Allow them to learn about a given topic from a video, an article, podcast, etc.
- Provide opportunities for reflection on the learning. This could be done via a journal entry, a drawing, a chat or backchannel.
- Provide feedback via chats, discussion boards, and badge recognitions for a job well done.

### Representation:

Consider what resources students have access to that facilitate perception, comprehension and language:

- Teach and allow students to use speech to text and text to speech capabilities online if it helps them to better understand or express themselves.
- Offer ways of customizing how information is displayed. Use free tools and extensions to allow students to personalize notes, add color emphasis, use closed captioning and change the speed or timing of videos.
- Most platforms and applications have accessibility features built in, such as [G Suite](https://gsuite.google.com) or [Microsoft](https://microsoft.com) including [Immersive Reader](https://microsoft.com/immersive-reader). Search for the tool you plan to use with the word “accessibility” to see how the tool can be adapted.
- Provide resources for how students can have material translated to support English Learners.
- Scaffold tasks by providing reference sheets, sentence stems, digital anchor charts, video models, etc.

### Action and Expression:

Many students need help with executive functioning skills such as working memory and organization in an online classroom. Ways to assist students with this include:

- Provide checklists so students can self-assess their progress.
- Provide models and exemplars.
- Subdivide content into segments.
- Give options for working in small groups or individually journaling to contribute to classroom discussions.
- Allow for flexible means of meeting the lesson goal. Students can demonstrate their learning using different platforms such as discussion forums, storyboards, comic strips, animated videos, EdPuzzle, etc.

### How UDL could look in the classroom:

<table>
<thead>
<tr>
<th>Guideline</th>
<th>What it Means</th>
<th>How it Can Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide options for recruiting interest</td>
<td>Give choices to students that are relevant and authentic.</td>
<td>Utilize the feature in Schoology to give individualized assignments to students.</td>
</tr>
<tr>
<td>Provide options for sustaining effort &amp; persistence</td>
<td>Teach students methods for embracing a growth mindset and offer scaffolds to support them when they are challenged.</td>
<td>Teach students how to use a choice board to manage effort and sustain learning for the week.</td>
</tr>
<tr>
<td>Provide options for self-regulation</td>
<td>Instruct and offer multiple ways of coping when things are difficult and to reflect on feelings and emotions.</td>
<td>Provide feedback via chats, discussion boards, and badge recognitions for a job well done.</td>
</tr>
</tbody>
</table>

### WHAT

The following links provide assistance with implementation of UDL:

- Engagement in the Digital Classroom
- Representation in the Digital Classroom
- Action and Expression in the Digital Classroom
- UDL on Campus: Blended Courses
- Sample Choice Boards
- Microsoft Immersive Reader
- Future Ready Module 3- Equity and Access
- SchoolVirtually
CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

How to meet the cultural and linguistic needs of Standard English Learners (SELS), English Learners (ELs) and all students to maximize learning outcomes for culturally and linguistically diverse students

WHY

In order to meet the cultural and linguistic needs of SELs, ELs and all students to maximize learning outcomes, educators must be willing and able to infuse Culturally and Linguistically Responsive Pedagogy (CLRP) throughout their instructional day. Culturally proficient mindsets are cultivated as teachers and school leaders are provided with professional learning opportunities and resources that help them identify and confront biases.

HOW

Educators continuously validate, affirm, build, and bridge upon the assets students bring to the virtual classroom to make learning more relevant and meaningful, ultimately making it more effective.

As part of the 2020-21 hybrid and/or remote learning models, Los Angeles Unified’s SELs will continue to receive Mainstream English Language Development (MELD) instruction consisting of Designated MELD and Integrated CLR in parity to the English Language Arts instruction in order to accelerate SELs’ academic language development levels of English proficiency. The Access Equity Acceleration (AEA) unit will continue to ensure SELs have access to core academic content in elementary school and that they are able to meet A-G requirements in secondary schools by implementing the policy guidelines outlined in the 2018 English Learner and Standard English Learner Master Plan, Chapter Five.
WHAT

The Academic English Mastery Program has standards based CLR Resources for elementary and secondary teachers to utilize in planning rigorous language development on its webpage. Resources are provided for face-to-face and virtual classroom instruction.

More information on how to operationalize MELD instruction is found in REF-3661.4. In order to support secondary schools implementation of CLRP, the Banked Time Tuesday Professional Development can be accessed on the Access, Equity and Acceleration website. Additional information may also be found in Chapter 9 of the ELA/ELD Framework.
MEETING THE NEEDS OF ALL LEARNERS

Resources and links to provide support to make content accessible to Standard English Learners, English Learners, Gifted Learners, Students with Disabilities and all Students.

WHY

As discussed in the sections on UDL and CLRP, students learn best when the curriculum is culturally relevant and accessible and when students are empowered to be expert learners who are purposeful, resourceful, and strategic. When planning, one must consider the variability in background knowledge, learning style, and learning challenges of the diverse learners in the classroom. Some of the students that could require additional supports are English Learners, Standard English Learners, Gifted Learners, Students with Disabilities and all Students. All students are expected to achieve their grade-level California content standards, with the exception of the students on the Alternate Curriculum. Students on an alternate curriculum should still be provided access to grade level appropriate content with modified expectations as documented in their Individualized Education Programs (IEPs). Providing the extra support for these students looks different in a partial or fully online learning environment than in the traditional classroom setting.

HOW

One of the most powerful strategies to individualize instruction is through flexible grouping, either homogeneous (groups composed of students with similar levels of ability) or heterogeneous (groups composed of students with varying levels of ability). Groupings should be flexible and match the instructional goal of the lesson. While on campus, prioritize group services over one-on-one services that could happen remotely.

Remote and hybrid learning facilitate small-group instruction, as there are greater opportunities to focus on small-group instruction and to collaborate with other classes of grade-level peers. Here are some key considerations to remember when planning and teaching for small-group instruction with these particular sub-groups.
English Language Development (ELD) and Mainstream English Language Development (MELD) Instruction:

- The L.A. Unified Multilingual and Multicultural Education Department has numerous resources to provide guidance in supporting students and parents.

- The MMED Continuity of Learning Professional Development and the MMED Continuity of Learning Teacher Resources TK-12 links provides resources for K-12 English learner instruction.

- ELA/ELD Framework Chapter 9 Pages 910-916 provides the essential considerations for curriculum, instruction, and assessment in English language arts, disciplinary literacy, and English language development.

- Literacy and Language Toolkit for English Learners – provides Tier 1 Comprehensive ELD Instruction, Contrastive Analysis, Action Steps to Help Your Students, Phonological Awareness & Phonics, Accuracy, Fluency & Retell, Reading Comprehension, and Formative Assessments.

Standard English Learners (SELS):

- The L.A. Unified Access, Equity and Acceleration Department has numerous resources to provide guidance in supporting students and parents.

Gifted and Talented Learners:

- The L.A. Unified Gifted and Talented Education Department has numerous resources to provide guidance in supporting students and parents.

Students with Disabilities (SWD):

- The L.A. Unified Division of Special Education has numerous resources to provide guidance in supporting students and parents.

- The US Office of Special Education Programs (OSEP) published this document of promising practices for educating students with disabilities in distance learning, with ideas for synchronous as well as asynchronous learning.

- California's Special Education Distance Learning Innovative Solutions workgroup compiled documents of resources for supporting students with various needs:
  - Students with mild support needs
  - Students with extensive support needs
  - Students with low incidence disabilities

- Open Access-CA has created a curated site of role specific resources for making distance learning accessible for students with disabilities. Practitioners can select from a wide range of roles (SLPs, RSTs, SDC teachers, Related service providers, etc) to see resources specific for their role.

- This guide from Quality Matters presents accommodations students may have in their IEPs and ways to use them in a distance learning model.

For more information, go to Section 5, Additional Guidance and Resources.
As students return to campus after months of school closure and into remote learning, assessments are more important than ever before. Thoughtful use of assessment data provides educators and stakeholders with valuable insight about what students know and have learned, any unfinished learning students may have, and where to focus resources. The intentional use of assessment data is necessary to provide learning experiences that accelerate learning outcomes for all students.

Senate Bill 98 requires a plan to “assess students to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, and to identify actions and strategies to address unfinished learning and accelerate learning progress. Daily participation in instruction includes the completion of assessments.”

The following assessment strategies should be utilized to ensure the success of hybrid/distance learning models:

**Stakeholder Engagement and Communication**
- Engage stakeholders in the development of the school site assessment schedule using the district assessment windows to ensure a cohesive and coherent master calendar for the year.
- Provide clear messaging on the use of assessments to establish a baseline and set goals to accelerate student learning.
- Provide ongoing opportunities for planning and collaboration to connect to lesson design and instruction that meets the needs of the students.
- Implement systems of ongoing planning and collaboration to address the needs of students during hybrid/distance learning.
- Leverage curriculum materials and resources, we have and know. Start with the grade level standards.
- Create a system of ongoing communication with parents to support their understanding of the importance of assessments, guidelines for completion of assessments remotely, and share regularly (e.g. bi-monthly, monthly) assessment schedules and the results.
### Systems & Structures to Support Ongoing Data Analysis and Planning
- Start to collect data as soon as possible to help you determine what students need.
- Implement structures, such as regular meetings of the ILT, PLC, grade-level, Local Leadership, etc. to consistently collaborate to review data, monitor progress, and intentionally plan instruction connected to results, specifically focusing on meeting the needs of student groups such as English Learners, Standard English Learners, Student with Disabilities, Foster Youth, Homeless students, etc.
- Leverage district tools such as the Whole Child dashboard to support monitoring of progress.
- Use knowledge gained from both formative (online and in-class) and summative assessment data to personalize and inform the at-home learning plan for each student.
- Use IABs for informing instructional planning by leveraging the tools and resources in the CDE’s Tools for Teachers (formerly known as the Digital Library) to provide connected instruction.

### Mastery Learning and Grading
- Prioritize using assessments to provide feedback to students and parents, so they stay informed, engaged, and connected to their teachers.
- [Click here for more information on Mastery Learning and Grading](#)

### Use of Personnel
- Utilize virtual learning models to maximize the use of school personnel to support the completion of assessments, paying particular attention to the need for additional support in kindergarten and first grade.
- Provide the training and support necessary to allow the use of paraprofessionals and other support staff to assist with testing within District guidelines.

### Professional Development and Tech Support
- Provide professional development on implementation of assessments in hybrid or remote learning models.
- Links will be provided here for access to professional development and tech support for teachers, parents and students as they are developed.

### WHAT

Assessment administration recommendations will be available for the following grade bands:
- EEC, CSPP, and ETK Assessments 2020-2021
- TK-2 Elementary School Assessments 2020-2021
- Grades 3-5/6 Elementary School Assessments 2020-2021
- Middle School Assessments 2020-2021
- High School Assessments 2020-2021
WHY

Effective teaching, leadership and supervision of practice as defined by LA Unified's frameworks is essential in order to provide quality teaching and learning for all learners, particularly in a hybrid and distance learning environment.

The following guidance is offered to:

- Provide relevant policy and resource information regarding LA Unified's Learning Management System
- Highlight relevant element connections to the Teaching Learning Framework (TLF), School Leadership Framework (SLF) and Principal Supervisors’ Leadership Framework (PSLF).

HOW

FRAMEWORK CONNECTIONS

| Additional Recommended Elements Particularly Relevant for Remote Learning |
|---|---|---|
| 1a2: Knowledge of Content-Related Pedagogy | 1A6: Leads in situations of ambiguity or complexity | 1A5: Leads in situations of ambiguity or complexity |
| 1d1: Standards-Based Learning Activities | 2A3: Builds capacity of staff to adapt to and manage change | 3A3: Creates networks and supports collaboration |
| 2c1: Management of Routines, Procedures, and Transitions | 4B2: Creates or maintains an environment that fosters equity and Culturally and Linguistically Responsive Pedagogy (CLRP) | 5A3: Provides support for parent education and engagement activities |
| 5a2: Use of Reflection to Inform Future Instruction | 5A3: Establishes community partnerships that support students and schools |  |

Sample Evidence: Unified Focus Elements

- During synchronous instruction, students’ use of “reaction” buttons or interactive online tools during discussion, e.g., thumbs up. See Additional Sample Evidence
- Professional Development Plan that includes teacher resources to support synchronous and asynchronous instruction. See Additional Sample Evidence
- PD plans collected from principals with evidence of school leaders differentiating PD for teachers in online platforms to: • facilitate discussion • engage students in high leverage Standards • progress monitor See Additional Sample Evidence
For more information on:

<table>
<thead>
<tr>
<th>Formal observations</th>
<th>Informal observations</th>
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<tr>
<td>School Leadership Framework</td>
<td>Sample Evidence</td>
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</table>

**LEARNING MANAGEMENT SYSTEM (LMS) RESOURCES**

**WHAT**

**Personalized Learning System Resources**

The Personalized Learning System (PLS) is a tool to build and sustain learner agency that supports a learner-centered environment. Teachers have the ability to view the "complete picture" of each student, record and track student performance, understand student performance, communicate with students and parents, and share information with colleagues. Parents now have access to view up to date grades and assignments in real time. **Website:** [Personalized Learning Systems Resources](#)

**PLS/LMS App Center:** [The LMS App Center](#) provides an updated catalog of District-approved digital content and textbooks that are available for classroom teachers to access within the learning management system, Schoology.

Additionally, **job aids** will be available for video conferencing tools.
LA Unified will be providing supplemental digital learning tools for the 2020-2021 school year to assist with distance learning. These resources are in addition to the adopted digital core instructional applications available through Schoology.

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<td><strong>Labster</strong> (Science)</td>
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<td><strong>Renaissance</strong> (ELA/Math)</td>
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<td><strong>Rosetta Stone</strong> (ELD/DLE)</td>
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<td><strong>Screencastify</strong> (All Content Teachers only)</td>
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Teachers and staff will be able to install these new apps through the LMS App Center at [https://achieve.lausd.net/LMSAppCenter](https://achieve.lausd.net/LMSAppCenter) and under the Schoology waffle icon.

Additionally, staff, students, and parents will be able to access user guides, videos, webinars, professional development opportunities, and/or support information at [https://achieve.lausd.net/DigitalLearningTools](https://achieve.lausd.net/DigitalLearningTools).
SUPPORTING SOCIAL AND EMOTIONAL WELL-BEING

WHY

The LA Unified Teaching and Learning Framework and School Leadership Framework require the contribution and commitment of all stakeholders to cultivate safe, healthy, welcoming, and affirming learning environments. Online learning expands the learning environment and allows real-world participation through local, regional, and global collaboration. The five DigCitCommit competencies highlight proactive practices, skills, and dispositions for online engagement and community-building by both teachers and students:

- **I am inclusive:** I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- **I am informed:** I evaluate the accuracy, perspective, and validity of digital media and social posts.
- **I am engaged:** I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.
- **I am balanced:** I make informed decisions about how to prioritize my time and activities online and off.
- **I am alert:** I am aware of my online actions and know how to be safe and create safe spaces for others online.

HOW

The beginning of the school year provides the opportunity to establish routines and procedures that build relationships and cultivate connectedness and trust, therefore setting the stage for increased academic engagement and social success. The following four practices are essential to effective teaching and learning and must be explicitly focused on at the beginning of the year with a commitment to continuing these practices throughout the year.

- **Community Building Activities:** It is essential to build a strong sense of belonging, connection, and community in schools and classrooms, and a shared ownership of the space. The more connected we are, the less likely we are to engage in inappropriate behavior. In strong learning communities, we hold ourselves and each other accountable for following the expectations. Click here for a guide to Community Building.

- **Creating Classrooms Expectations:** Safe, respectful, responsible, resilient and restorative learning environments help learners to actively engage and participate. Co-creation of classroom norms/expectations is a strategy to promote buy-in and greater engagement. Click here for a resource for Creating Virtual Classroom Expectations.

- **Check-In/Check-Out:** Regular Check-In/Check-Outs provide an opportunity to gauge where learners are as individuals. Brief Check-In/Check-Outs can be done daily, a couple of times a week, or weekly. The intent is to assess the social emotional wellbeing and engagement of each learner and to provide additional support as needed. Click here for Check-In/Check-Out Guidelines and a Check-In/Check-Out Learning Module.

- **Using 4:1 - Connection over Correction:** Establish a sense of emotional safety and connection while motivating learners to grow. Given high anxiety in these uncertain times, we (students, parents/caregivers, and staff) all need positive interactions and feedback, now more than ever! How are you using the 4:1 ratio? Each person should experience positive interactions four times more often than corrective interactions.
## FOSTERING WELL-BEING AND COMMUNITY

A sense of community in the school and classroom helps stakeholders feel valued and included. Strategic activities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging. A simple and fun way to approach community building is through thematic events and activities. Elementary should be done daily, while Secondary should be done on a rotating schedule to ensure that all students are engaged in these activities. For example; History classes may engage in Mindful Mondays, Math classes may engage in Grati-Tuesday, and so on. This can be discussed and decided at a faculty meeting.

This is a frame to support ongoing purposeful focus on wellbeing and a sense of community in schools and classrooms. Weekly lesson plans will be housed in the Resources Section in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Schoology group and will continue to expand to create a sharing community. Please share any ideas, activities and/or resources by emailing them to: pbis rp@lausd.net.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mindful Monday</td>
<td>Mindfulness is the ability to be fully present in the moment. It can provide numerous benefits, from decreased stress and sadness to increased levels of focus and happiness, according to research. Mindfulness meditation practice is one way to truly experience the current moment and integrate that awareness into your everyday life.</td>
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<tr>
<td>Grati-Tuesday</td>
<td>Gratitude is one of many positive emotions. It’s about focusing on what’s good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate the things we often take for granted, like having a place to live, food, clean water, friends, family, and even computer access.</td>
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<tr>
<td>Wellness Wednesday</td>
<td>There are eight Dimensions of Wellness: emotional, physical, social, occupational, spiritual, environmental, financial, and intellectual. Each dimension of wellness is interrelated and equally vital in the pursuit of optimum health. Understanding how to maintain and optimize each of the dimension can support an optimal level of overall wellness.</td>
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<tr>
<td>Thoughtful Thursday</td>
<td>Doing something for others is powerful for your wellbeing. In fact, when we give to others, our brain’s pleasure and reward centers light up as if we were the receiver and not the giver! We also get a boost of feel-good endorphins and a hormone called oxytocin is released, which lowers our stress!</td>
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<tr>
<td>Fun Friday</td>
<td>Fun Friday is the opportunity to learn more about our students while building community and developing and strengthening relationships. Be creative and have fun!</td>
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For more information, go to Section 5, Additional Guidance and Resources.
A Student’s Guide to Learning From Home

1. SET YOUR SPACE
   Find an area in your home where you can sit comfortably and focus. Ideally, set up away from a TV screen or other distractions. Have enough room for your computer and space to take notes, have reference notes available, room for a journal and school supplies.

2. TAKE NOTES
   Note-taking keeps your mind engaged. Use graphic organizers or charts to help organize your thinking.

3. LESSEN DISTRACTIONS
   Harness your imagination and picture that you’re at school and not at home. Lock your phone away if you need to - don’t be afraid to ask your parents to intervene.

4. PLAN YOUR DAY
   Make a daily schedule and follow the schedule provided by your school. If you just have a list of things to study, break it down into tasks and plan to do the hardest ones when you have the most energy.

5. TAKE BREAKS & CHANGE IT UP
   You have assignments to work on but sometimes when you are having trouble focusing, you may have to change it up or take a break. Switch assignments. Take a five minute break. Have a snack.

6. JOURNAL IT
   Use a journal to track your progress or any questions you might want to ask your teacher about the work.

7. SPEAK UP & ASK FOR HELP
   When things get tough, don’t just push through it. Ask your parents, or reach out to your teacher.
During May and June 2020 L.A. Unified educators had the opportunity to delve deeply into learning about providing all students access to engaging, high quality instruction encompassing effective online teaching and learning practices. From the certification program, a **Future Ready Care Package** was created. It contains links and information to a wide variety of resources.

Key features to the care package include and are not limited to:

<table>
<thead>
<tr>
<th><strong>Student Engagement:</strong></th>
<th><strong>Content Area Resources:</strong></th>
<th><strong>Leadership:</strong></th>
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<tbody>
<tr>
<td>• Blackboard connect</td>
<td>• Differentiating instruction</td>
<td>• Addressing race and trauma in the classroom</td>
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<tr>
<td>• Common Sense education website</td>
<td>• Digital technologies</td>
<td>• ADKAR method for change management</td>
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<td>• Digital citizenship</td>
<td>• Flipped classroom and station rotation models</td>
<td>• Building a digital community</td>
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<td>• Global collaborator</td>
<td>• High level learning</td>
<td>• Mindfulness toolkit</td>
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<tr>
<td>• ISTE</td>
<td>• ITD web services</td>
<td>• Parents and community as partners</td>
</tr>
<tr>
<td>• Key district policies</td>
<td>• Mastery learning and grading</td>
<td>• Plan, do, study, act cycle</td>
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<tr>
<td>• Learning management system (LMS) app center</td>
<td>• Parent Portal</td>
<td>• School infrastructure</td>
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<tr>
<td>• Schoology</td>
<td>• Pedagogical tools and strategies</td>
<td>• 2018 Master Plan for English and Standard English learners</td>
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<tr>
<td>• Types of digital platforms</td>
<td>• Project based learning</td>
<td>• A-G intervention</td>
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<td>• SAMR, TIM, and TPACK information</td>
<td>• Applied special technology</td>
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<td>• Social media policy</td>
<td>• Assessment practices</td>
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<td>• Whole Child data platform</td>
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<td>• Content area rubrics</td>
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<td>• Constructive conversation tools</td>
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<th><strong>Leadership:</strong></th>
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<td>• 2018 Master Plan for English and Standard English learners</td>
<td>• Primary language supports</td>
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<td>• A-G intervention</td>
<td>• Restorative practices</td>
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<td>• Applied special technology</td>
<td>• Supports for Social Emotional learning</td>
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<td>• Assessment practices</td>
<td>• Teaching and Learning and School Leadership frameworks</td>
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<tr>
<td>• Blended learning</td>
<td>• Universal Design for Learning (UDL)</td>
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<tr>
<td>• Content area rubrics</td>
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<td>• Constructive conversation tools</td>
<td>• Teaching and Learning and School Leadership frameworks</td>
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**Future Ready Care Package**

A Future Ready Care Package was created. It contains links and information to a wide variety of resources.
Additional Access to the Core Resources:

- **95 Percent Group** provide TK-2 Phonological Awareness and Basic and Advanced Phonics Chip Kits.
- **Amplify Reading** microsite features teacher resources, professional learning webinars, and program support for elementary.
- **Division of Instruction** website provides links to content area curriculum maps, content area webpages, and other resources to support K-12 math instruction.
- **Gutenberg Project** is a library of over 60,000 free eBooks.
- **Heggerty Phonemic Awareness** contains 35 weeks of K-2 daily 10-12 minute phonemic awareness lessons.
- **Library to Go**, through the Los Angeles Public Library, provides access to materials for pick up.
- **Math Learning Center Virtual Manipulatives** is a web based and iPad app virtual manipulatives with robust annotation and sharing tools.
- **National Library of Virtual Manipulatives** provides a variety of online manipulatives for math learning
- **Newsela** ELA program provides a plethora of news articles (scaffolded by lexile) across all content areas, standards-based lesson activities (ELA only), targeted vocabulary (Power Words), and other resources that can supplement any K-12 ELA unit. Professional development units are also available.
- **Online resources**, free for families for a variety of content area TK-12.
- **Teacher Desmos** provides teachers with lessons or allows teachers to create lessons where students can explore and learn about math concepts using a visual tool.
- **Zearn** for math is a personalized K-5 curriculum delivered in a rotational model. It is designed so that each day students work through engaging digital content at their own pace and targeted lessons with their teachers and peers.

Additional Resources LMS Policy Documents and Support:

- **BUL-2332.7 - Elementary School Progress Report Marking Practices and Procedures** The elementary progress report policy is designed to develop a consistent, comprehensive system for reporting student progress. This includes measures for early identification of students at risk of not meeting grade level standards and for early systems of parent notification in accordance with California Education Code, Sections 48070 and 48070.5. The elementary progress report is computerized and will continue to be implemented at all elementary school sites.

- **LMS Reference Guide (Draft)** The purpose of this reference guide is to provide all LA Unified schools with guidelines and procedures for implementing the District-adopted Learning Management System (LMS), Schoology. This guide also describes the policies that LA Unified employees shall follow, when using the LMS, Schoology. Following the guidelines in this document will help ensure the security and privacy of student and employee data in accordance with the Family Educational Rights and Privacy Act (FERPA), other federal and state regulations, and District policies governing the release of personally identifiable information (PII). School administrators can use this guide to help in supervising instruction by specifically referring to Item B, Instructor Tools-What is an LMS.

- **REF-6302.2 - Elementary Official Roll Book** The purpose of this reference guide is to provide the definition of an elementary roll book and all of its required components for the Los Angeles Unified School District (LAUSD). Included are procedures for inputting assignments and student marks in the Learning Management System (LMS) and certifying roll book records. Procedures for properly saving and destroying documents are detailed.
• **REF-6294.3 - Secondary Official Roll Book** The purpose of this Reference Guide is to provide the definition of a roll book and all of its required components for the Los Angeles Unified School District (LAUSD). Included are procedures for inputting student marks in the Learning Management System (LMS) and verifying course records within My Integrated Student Information System (MiSiS). Procedures for properly saving and destroying documents are detailed.

**Assistive Technology:**

- **Bookshare** is a free audiobook service for qualifying students (students must have a reading deficit or other qualifying condition to access the copy written materials by law). Bookshare’s books are read by a computer.
- **Immersive Reader** by Microsoft Word is one of the most powerful tools for students to reduce barriers in curriculum.
- **Learning Ally** is also an audiobook service free to schools in the Achievement Network and for a fee generally. Learning Ally hires voice actors to read.

**Intervention Before School, After School, and Saturday:**

**Reference Guide 6570** provides procedures to facilitate the implementation of these programs. Schools receive various funds that may be used to provide additional intervention learning time to increase student achievement. School site decision-making and local budget authority have increased the responsibility of schools to provide their own locally designed intervention programs outside the school day, including the summer.

**Protocols for Holding Virtual Student Success and Progress Team (SSPT) Meetings:**

**BUL-6730.1**, A Multi-Tiered System of Support Framework for the Student Support and Progress Team provides guidelines for SSPT meetings to be held virtually using the ZOOM platform and Microsoft Teams. If parents do not have access to these platforms, they may use a telephone to participate. Required team members (as staffed at each site):

- Administrator or Designee
- General Education Teacher(s)
- Discipline Review Team Member/Restorative Justice Teacher
- Referring Person
- Targeted Student Population Advisor/EL Designee
- LTEL Designee, if applicable
- Instructional Coach (e.g., ELA, Math, Title III, SEL)

Additional members, based on student need:
- Parent/Guardian
- Student (if developmentally age appropriate)

**Resources for teaching students with significant disabilities:**

- **A video of practitioners sharing effective strategies** in working with students with significant disabilities in online learning.
A Parent’s Guide to Learning From Home

1. BE AN ADVOCATE FOR YOUR CHILD
   Be there to help your child whenever and however you need to. Reach out to teachers, family, and friends for support.

2. CREATE A GOOD WORKING ENVIRONMENT
   Create a workspace that motivates your child to work to the best of their ability and is as free from distractions as possible.

3. ASK FOR HELP
   Remind your child to ask for help from you, from siblings, and especially from teachers. This is even more important during online learning.

4. CREATE A SCHEDULE/Routine FOR YOUR CHILD
   Routines are important. Create a schedule and calendar with your child just like when learning is done at school.

5. STAY ORGANIZED
   Teach your child to keep all of their materials and dates organized so they know where everything is. An organized space helps your child to have an organized mind.

6. ENSURE THEY ATTEND ALL OF THEIR CLASSES
   Let your child know that you expect them to attend all of their classes on time because missing information will only hurt when learning from home.

7. STAY FOCUSED
   Teach your child how to ignore distractions.

8. TEACH ONLINE ETIQUETTE
   With online learning it is just as important to be a respectful, engaged learner as it is in when learning in an actual classroom.

9. BE HEALTHY, SAFE AND WELL
   It is important to be and stay safe, healthy and well physically, emotionally, and mentally. Teach your child how to take care of himself in every aspect.

10. PARTICIPATE!
    Encourage your child to participate in class! Although it may feel awkward at first, being engaged and involved will help online learning feel closer to “normal”.