



Informational Webinar: SMUSD Return to Instruction

San Marcos Unified School District

27 July 2020

Para traducción simultánea en español, marque 1-669-900-6833.
Después de la introducción, ingrese el número de ID: 997 7886 9185 #



Purpose

Governor Newsom/CDPH
Health Orders

Overview of Senate Bill 98

SMUSD School Model Goals
for 2020-2021

SMUSD Learning Pathways:
Remote Instruction to Start/In
Person when Viable and
Leading Edge Virtual School, a
yearlong online school

Support for Technology,
English Learners, Students
with IEPs, Social Emotional

Next Steps

Para traducción simultánea en español, marque 1-669-900-6833.
Después de la introducción, ingrese el número de ID: 997 7886 9185 #



Learning and Educating in a COVID-19 Reality

Para traducción simultánea en español, marque 1-669-900-6833.
Después de la introducción, ingrese el número de ID: 997 7886 9185 #



SMUSD School Model Goals

1. All SMUSD students make at least 1 year's growth. Some students will need to make more than one year's growth in order to mitigate learning loss and return to grade level proficiency.

2. In which acceleration and remediation are individualized and accommodated within the structure

3. SMUSD exceptional (what our community has always relied upon)

Para traducción simultánea en español, marque 1-669-900-6833.
Después de la introducción, ingrese el número de ID: 997 7886 9185 #

Senate Bill 98 Highlights

Para traducción simultánea en español, marque 1-669-900-6833.
Después de la introducción, ingrese el número de ID: 997 7886 9185 #



Highlights from Senate Bill 98

Distance Learning Requirements

Daily live interaction - instruction, progress monitoring, and maintaining school connectedness.

Curriculum/Content - aligned to grade-level standards and equivalent to in-person instruction

Student access to computer/device and internet

Weekly engagement record for each student; document daily participation

Academic supports for students not performing at grade level: English Learners, Foster Youth, Homeless Students, and Mental Health

Services for Students with Disabilities, related services, and other needs outlined in the IEP, with 'accommodations necessary' for an IEP in distance learning



Highlights from Senate Bill 98

Distance Learning Requirements

English Language Development (ELD) for English Learners - assessment of English language proficiency, support to access curriculum, the ability to reclassify, and, as applicable, support for dual language learning.

Regular communication with parents/guardians

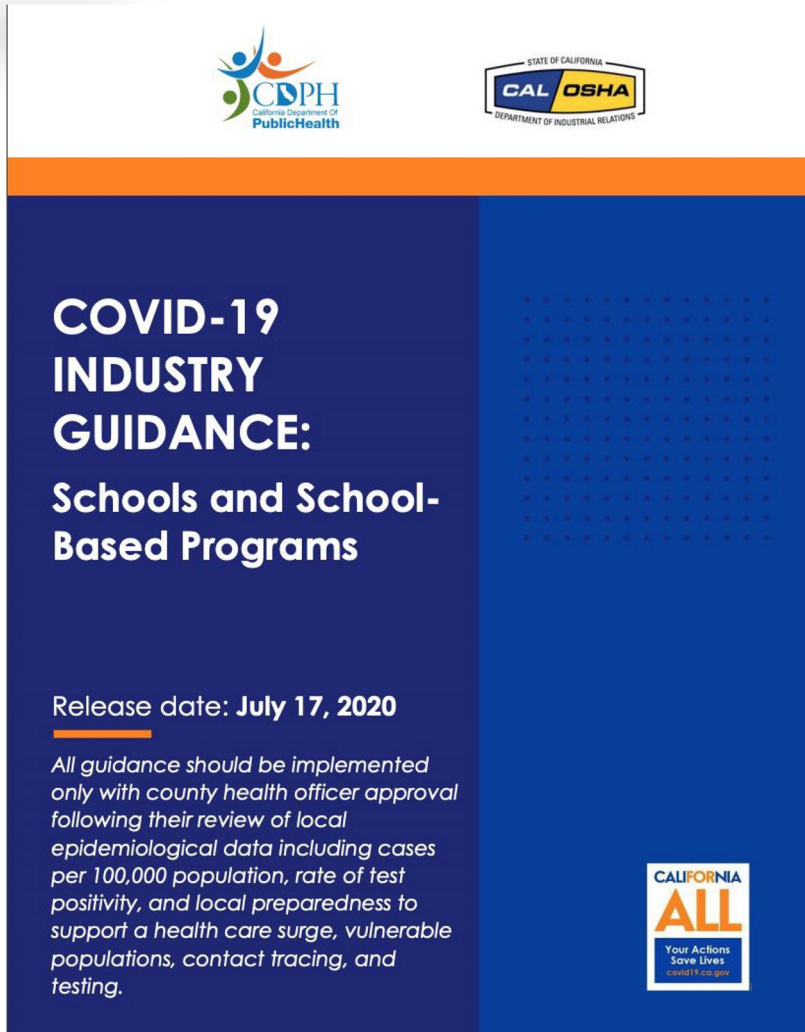
Provide nutritionally adequate meals for eligible students (free and reduced-price)

Tiered re-engagement strategies for all students who are absent from distance learning

Governor Newsom's Pandemic Plan for Learning & Safe Schools



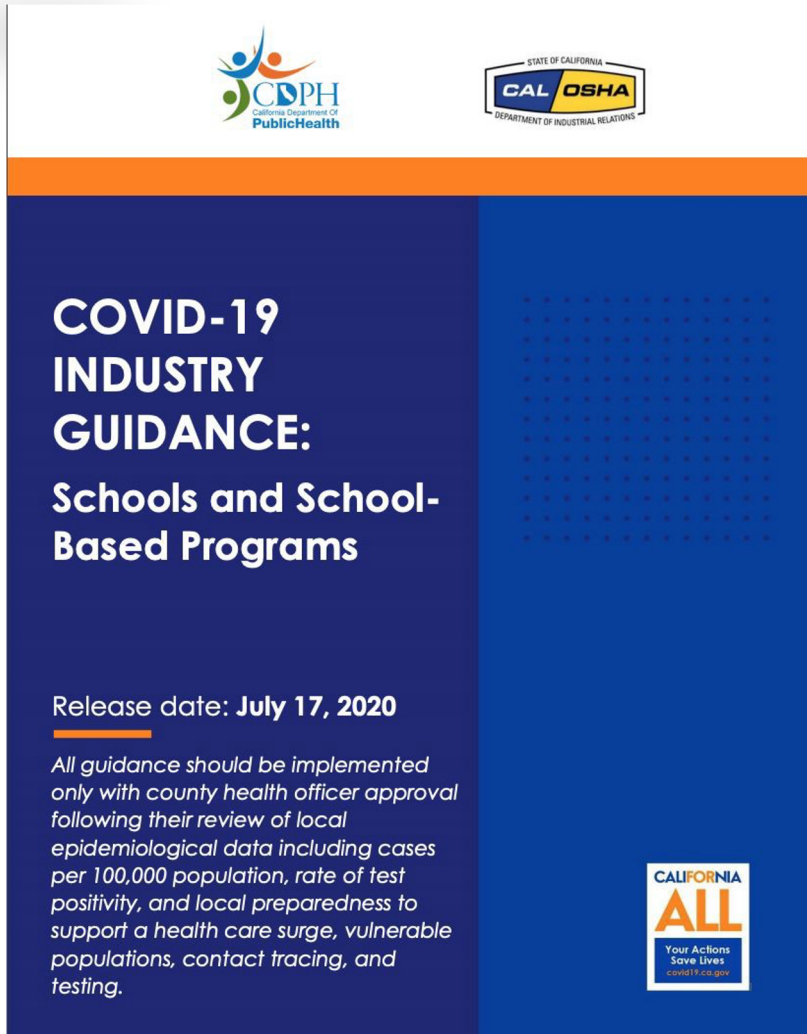
Governor Newsom's Pandemic Plan for Learning and Safe Schools



- Counties on Monitoring List must not physically open for in-person instruction
 - Must be off Monitoring List for 14 consecutive days.
 - San Diego County is on the Monitoring List
- Strong mask and physical distancing requirements, symptom screenings, protocols
- Regular testing and dedicated contact tracing



Governor Newsom's Pandemic Plan for Learning and Safe Schools



- Rigorous distance learning
 - Devices and connectivity so that every child can participate in distance learning.
 - Daily live interaction for every child with teachers and other students.
 - Class assignments that are challenging and equivalent to in-person instruction.
 - Targeted supports and interventions for English learners and special education students.



San Diego County Public Health



County of San Diego

HEALTH AND HUMAN SERVICES AGENCY
PUBLIC HEALTH SERVICES

ORDER OF THE HEALTH OFFICER AND EMERGENCY REGULATIONS

(Effective July 21, 2020)

Pursuant to California Health and Safety Code sections 101040, 120175, and 120175.5 (b) the Health Officer of the County of San Diego (Health Officer) **ORDERS AS FOLLOWS:**

Effective 12:00 a.m. on Tuesday, July 21, 2020 and continuing until further notice, the following will be in effect for San Diego County (county):

1. All persons are to remain in their homes or at their place of residence, except for employees or customers traveling to and from essential businesses, reopened businesses, or essential activities as defined in section 22, below, or to participate in individual or family outdoor activity as allowed by this Order.
2. All public or private "gatherings," as defined in section 22 below, are prohibited.
3. All businesses not meeting the definition of essential business or reopened business in section 22 below are referred to in this Order as "non-essential businesses" and shall be and remain closed for the duration of this Order. All essential businesses and reopened businesses must comply with the requirements of this Order. Notwithstanding the foregoing, any business may remain open if its employees and owners can provide its services from home, including by telecommuting, without direct contact with the public.
4. All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only as required by COVID-19 an Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year issued by the California Department of Health Services on July 17, 2020 available at <https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID->

SD County K-12 Schools:

"All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only as required by COVID-19 an Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year issued by the California Department of Health Services on July 17..."

SMUSD Learning Pathways

Remote Instruction to
Start/In Person When
Viable

Leading Edge Virtual
School

First day of class: August 18th

SMUSD Remote Instruction to Start/In Person when viable

First day of class: August 18th



At A Glance: Distance Learning (Spring 2020) vs Remote Instruction (now)

Spring 2020: Distance Learning

- Emergency pivot to distance learning for students and teachers
- Live instruction varied by teacher
- Hold harmless grading policy
- Monitored participation/attendance
- Assessed computer device and home internet need
- Grades TK-5 – focus on core instruction (English Language Arts/Math)
- Monday Funday
- Grades 6-12 – students continued to balance the work of 6 classes
- Google Meets (virtual class meetings)

Remote Instruction

- **TK-12 daily live instruction**
- **Traditional school hours**
- **Rigorous, robust** teaching and learning
- Differentiated academic support
- **Attendance required**
- **Grades will count** including student **assessments, progress reports, report cards**
- Weekly **engagement logs** – student attendance, participation, assignment completion
- Grades 6-12 - Block schedule & Advisory
- **Zoom Platform, Google Classroom**
- **Academic and Social Emotional Learning supports**
- **Additional supports** for Students with Disabilities, Foster Youth, English Learners, etc.

SMUSD Remote Instruction to Start/In Person when viable: TK-5

First day of class: August 18th



Remote Instruction TK-5

Traditional Schedule

Students will be scheduled with their Core teacher at 24:1 (TK-Grade 3) and 33:1 (Grades 4-5)

Instruction

- Live daily teaching of skills and concepts (whole group, small group & individual)
- In addition, recorded videos

Assign

- Provide practice of skills and concepts taught
- Online collaboration, small group, independent
- Paper and pencil in addition to computer-based

Support

(Remediation/Acceleration)

- Teacher 1:1 check-ins
- Small group instruction
- Personalized digital instruction
- Small group intervention

Provide Feedback

- Timely & specific
- Allows for improvement
- Relevant to learning
- Student self-reflections on learning goals

Core + Specials

- English Language Arts
- Mathematics
- Social Studies/Science
- Specials Rotation (PE, Music, Library, Arts, STEM, etc.)



Sample* Daily Remote Instruction Schedule: TK-5

Time	Activity	Delivery
8:45 - 9:00	Whole Class Welcome/SEL	Live via Zoom/Google Meet
9:00 - 10:30	English Language Arts	Live via Zoom/Google Meet Whole group & small group instruction Live conference with individuals & small groups Independent or small group practice of skills and concepts (non-screen time)
10:30 - 10:45	BREAK	
10:45 - 11:45	Mathematics	Live via Zoom/Google Meet Whole group & small group instruction Live conference with individuals & small groups Independent or small group practice of skills and concepts (non-screen time)
11:45 - 12:15	Small group support (ELD, Intervention, etc.)	Live via Zoom/Google Meet Small group instruction Independent practice/Personalized Learning
12:15 - 1:00	LUNCH	
1:00 - 1:30	Science (Mystery Science)	Live via Zoom/Google Meet Whole group/Small group Video Lessons Assignment w/Activity
1:30 - 2:15	Specials/Enrichment Rotation (PE, Music, Library, Art*, STEM*, STEAM*, etc.) *based on school site	Live via Zoom/Google Meet Video Lesson Assignment w/Activity

*Ongoing collaboration with Labor partners



50:50 Spanish/English Dual Immersion

Twin Oaks Elementary

Goals

- Program goals promote high academic achievement,
- First- and second- language development
- Cross-cultural understanding for all students.

Instruction

- Academic subjects are taught to all students in both English and Spanish.
- Each student has two teachers: an English teacher and a Spanish teacher.
- Available only in Remote to Start/In-Person when viable

Curriculum

- District adopted curriculum is utilized for language arts and math instruction in both languages.
- Students use digital tools to promote biliteracy skills and vocabulary development.

Remote Instruction

- In remote instruction, dual language teams work together to develop daily lessons in listening, speaking, reading, writing and math.
- Social studies and science standards are developed during language arts instruction.

Growing Biliteracy

- 50% of remote instruction is focused on developing skills in English
- 50% is dedicated to the development of the Spanish language.

Engagement

- Dual language teams receive ongoing professional development on the guiding principles of language acquisition and increasing student engagement through remote learning.



TK-5 Frequently Asked Questions

What will TK look like for distance/virtual? How long will the student be required to be at the computer?

- a. 3.5 hour day program similar to K-5 model

Will GATE be implemented?

- a. YES! Enrichment will be interwoven.

SMUSD Remote Instruction to Start/In Person when viable: Middle School

First day of class: August 18th



Middle School 3X3 Semester Block Schedule

Semester Block

- **Focus** on **3** Core/Elective classes at a time
- **1** advisory class
- Quarter system (9 weeks)

Course Selection

- Courses were chosen by students in the spring
- Students will take periods 1, 2, 3 in Quarters 1 and 3
- Students will take periods 4, 5, 6 during Quarters 2 and 4

Course Options

- Schedule allows for additional supports for ELs, Students w/IEPs, and At-Promise students
- VAPA, PE, and support classes incorporated into schedule

Monday

- **3** 30-minute live Core/Elective classes
- Academic launch of the week
- Overview of in-class/out of class activities for the week

Tuesday – Friday

- **3** 90-minute Core/Elective classes
- **1** 30-minute advisory class

90-minute Instructional Block

- Whole & small group live instruction
- Group work
- Guided practice
- Independent practice
- 1:1 teacher feedback



Sample* Student Schedule: Middle School 3X3 Semester Block Schedule

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
English 1	History/Social Science 1	English 2	History/Social Science 2
Math 1	Science 1	Math 2	Science 2
Advisory	Advisory	Advisory	Advisory
Art 1	Physical Education 1	Art 2	Physical Education 2



Sample* Daily Remote Instruction Student Schedule: Middle School

QUARTER 1

QUARTER 1	
Monday 30 min periods	Tuesday - Friday 90 min periods
Period 1 Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Period 1 Remote instruction Live instruction; small group instruction, group work, independent work, one-one tutoring
Period 2 Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Nutrition/Break
Period 3 Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Period 2 Remote Instruction Live instruction; small group instruction, group work, independent work, one-one tutoring
	Lunch
	Advisory – 30 min period
	Period 3 Remote instruction Live instruction; small group instruction, group work, independent work, one-one tutoring
	Homework

*Ongoing collaboration with our Labor partners



Middle School Frequently Asked Questions

Under 3x3 schedule, will any courses continue to be yearlong?

a. No

Honors and advanced courses offered?

a. Yes

SMUSD Remote Instruction to Start/In Person when viable: High School

First day of class: August 18th



High School Semester Block Schedule

Semester Block

- **Focus** on **3 or 4** Core/Elective classes at a time
- **1** advisory class
- Semester system

Course Selection

- Classes were chosen in the Spring w/school counselors
- Students will take 3 of those classes in Semester 1 and the remaining 3 in Semester 2

Course Options

- Some courses were deemed year-long (AVID, Alg 1, Band, etc)
- Students may have an additional 0 or 7 period

Monday

- **3** 30-minute live Core/Elective classes
- Academic launch of the week
- Overview of in-class/out of class activities for the week

Tuesday – Friday

- **3 or 4** 80-minute Core/Elective classes
- **1** 30-minute advisory class

80-minute Instructional Block

- Whole & small group live instruction
- Group work
- Guided practice
- Independent practice
- 1:1 teacher feedback



Sample* Student Schedule: High School Semester Block Schedule for ASB Student

Term 1		Term 2	
ASB	ASB	ASB	ASB
Statistics	Statistics	AP English	AP English
Advisory	Advisory	Advisory	Advisory
AP Government	AP Government	Oceanography	Oceanography
Criminal Justice	Criminal Justice	Unscheduled	Unscheduled

*Ongoing collaboration with our Labor partners



Sample* Student Schedule: High School Semester Block Schedule for *ELD & AVID Student*

Term 1		Term 2	
AVID	AVID	US History	US History
Algebra 2	Algebra 2	AVID	AVID
Advisory	Advisory	Advisory	Advisory
ELD IV	ELD IV	ELD IV	ELD IV
English 11	English 11	Chemistry	Chemistry



Sample* Daily Remote Instruction Student Schedule: High School

Term 1	
Monday 30 min periods	Tuesday-Friday 80 min periods
Period 1 - Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Period 1 - Remote Instruction Live Instruction; small group instruction, group work, independent work, one-one tutoring
Period 2 - Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Period 2 - Remote Instruction Live Instruction; small group instruction, group work, independent work, one-one tutoring
Period 3 - Remote Instruction Students will be provided an overview of in-class activities and out of class activities for the week	Lunch
	Advisory - 30 min period
Period 4 - Remote Instruction (if scheduled) Students will be provided an overview of in-class activities and out of class activities for the week	Period 3 - Remote Instruction Live Instruction; small group instruction, group work, independent work, one-one tutoring
	Period 4 - Remote Instruction (if scheduled) Live Instruction; small group instruction, group work, independent work, one-one tutoring

*Ongoing collaboration with our Labor partners



High School Frequently Asked Questions

1. Why are we doing a 4x4 instead of 6 periods?
 - a. Allows students and teachers to focus on fewer courses allowing for deeper learning especially in a remote instruction
 - b. Seamless transition to brick and mortar
 - c. Allows students to accelerate and more opportunities to take two more classes beyond a 6 period day
2. Will students have to select new classes for the 4x4?
 - a. Students have selected courses in the Spring
 - b. Counselors are going through scheduled one by one
3. How will AP courses be affected and supported?
 - a. AP Classroom, frontloading term 2 students
4. What courses will be offered yearlong?
 - a. Support, product/performance based
5. Is the default 3 or 4 periods for HS? Will depend on student need

Leading Edge Virtual School (LEVS)

First day of class: August 18th



If everyone is beginning remotely, why should I consider LEVS?

2020-2021: One Model

- Families will be enrolled in a consistent educational model all school year.
- All in-person models are subject to opening/closing per local health orders
- Remains in place regardless of health orders
- Taught by SMUSD teachers

Students/Families with Health Risks

- Yearlong option for families that do not want to return to the classroom under any in-person model

Curriculum

- SMUSD Core Curriculum based on state standards
- Mix of traditional and interdisciplinary courses
- Dual/Concurrent Electives for College credit
- Honors/Advanced Placement

Teaching & Learning

- Competency-based grading
- Academic Portfolios
- Student Choice in showing mastery of standards
- Team/collaboration based approach
- Focus on habits of mind, leadership and personal growth
- Personalized feedback with individual student support
- College Prep or Advanced Placement credit

Leading Edge Virtual School (LEVS): TK-5

First day of class: August 18th



LEVS – Elementary TK-5

Connection

- Taught by SMUSD teachers
- Cohorted by school, if possible
- May participate in social activities of home school

Instruction

- Traditional school hours (flexibility within those hours)
- SMUSD Core curriculum
- Foundational reading, writing, and computational skills
- Integration of Project Based Learning (PBL)

Personalization

Small group instruction & supplemental tutoring to address areas of need

Integration of digital personalized learning platforms (iReady)

Creativity

- Integration of genius hour/passion projects for students to explore areas of interest & create content for authentic audiences

Empowerment

Students are offered choice in learning tasks and enrichment options

Leadership Development

Progress Monitoring

Teachers will monitor student engagement, motivation, and progress, and will be aware of when students need extra support.



A Day in the Life: LEVS Sample* Kindergarten Schedule

Time	Activity	Delivery
8:15-8:30	Class Meeting: Community Building, Review Schedule and Assignments	Live via Zoom/Google Meet (Parent option to join on Mondays for weekly overview)
8:30-9:50	Teacher Facilitated ELA Instruction Using Research-Based, SMUSD Adopted Core Curriculum (Benchmark)	Live via Zoom/Google Meet Daily live whole group and small group Instruction, Integrated Project-Based Learning (i.e., STEAM, Visual Arts), Digital Personalized Learning (iReady Reading), Teacher-directed Independent Learning Tasks (i.e. close reading, word work in spelling/phonics, writing assignments)
Break/Snack	Break/Snack	Students may choose a structured movement break (movement break menu provided), or engage in a preferred activity (walk dog, draw, puzzles/legos, listen to music, play outside, etc.)
10:10-11:00	Teacher Facilitated Math Instruction Using Research-Based, SMUSD Adopted Core Curriculum: Ready Classroom	Live via Zoom/Google Meet Includes: Daily live whole Group and small Group Instruction, Digital Personalized Learning (iReady Math), Teacher-directed Independent Learning Tasks (i.e. math practice, math game, math problem of the day, etc.) Independent or small group practice of skills and concepts (non-screen time)
11:00-11:30	Teacher-Facilitated Social Studies or Science Lesson	Live via Zoom/Google Meet Includes daily live whole/small group instruction, and teacher-facilitated independent learning tasks. Project-based learning may be integrated, emphasizing design thinking & developing solutions to real-world problems Independent practice/Personalized Learning
11:30	Dismissal/Break	*All students will have access to after school enrichment menu to explore areas of interest (science, arts, virtual travel, etc.)
12:30-2:00	Small Group Tutoring Session in ELA/Math	Students will be invited to teacher-facilitated small group tutoring sessions (30 minutes) based on areas of need (2-5 sessions per week) to provided individualized instruction and feedback.

*Ongoing collaboration with Labor partners

A Day in the Life: A LEVS Grades 1-5 Sample* Schedule

Time	Activity	Delivery
8:45-9:00	Class Meeting: Community Building, Review Schedule and Assignments	Live via Zoom/Google Meet (Parent option to join on Mondays for weekly overview)
9:00-10:30	Teacher Facilitated ELA Instruction Using Research-Based, SMUSD Adopted Core Curriculum (Benchmark)	Live via Zoom/Google Meet Includes: Daily Live Whole Group and Small Group Instruction, Integrated Project-Based Learning (i.e., STEAM, Visual Arts), Digital Personalized Learning (iReady Reading), Teacher-directed Independent Learning Tasks (i.e. close reading, word work in spelling/phonics, writing assignments)
10:30-10:50	Break/Snack	Students may choose a structured movement break (movement break menu provided), or engage in a preferred activity (walk dog, draw, puzzles/legos, listen to music, play outside, etc.)
10:50-12:00	Teacher Facilitated Math Instruction Using Research-Based, SMUSD Adopted Core Curriculum: Ready Classroom	Live via Zoom/Google Meet Includes: Daily Live Whole Group and Small Group Instruction, Digital Personalized Learning (iReady Math), Teacher-directed Independent Learning Tasks (i.e. math practice, math game, math problem of the day, etc.) Independent or small group practice of skills and concepts (non-screen time)
12:00-12:45	Lunch & Movement/Preferred Activity Break	
12:45-1:15	Teacher-Facilitated Social Studies or Science Lesson	Includes daily live whole/small group instruction, and teacher-facilitated independent learning tasks. Project-based learning may be integrated, emphasizing design thinking & developing solutions to real-world problems
1:15-2:15	Genius Hour	Students will engage in "passion projects" in areas of interest, allowing them to become experts in their chosen area for the purpose of teaching & sharing with others. Allows for personalization, agency, authentic audiences, connectivity, & creativity. Teacher will serve as project mentor & help to facilitate the process with clear guidelines, project planning, and regular check-ins. Students will create virtual presentations/ "master class" demonstrations which showcase their learning
2:15-2:35	Student Choice: Enrichment Menu	Students will choose from a menu of options to enrich their educational experience. Examples include: Music, Visual/Performing Arts, PE Choice Menu, Virtual Library/Book Clubs, Service-Learning/Kindness Activities
2:35	Dismissal/Break	
3:30-4:15	Optional Small Group Tutoring Session in ELA/Math or Optional Afterschool Career Exploration Club	Students will be invited to teacher-facilitated small group tutoring sessions based on areas of need (1-2 sessions per week) Students will have the opportunity to join multi-age clubs based on areas of interest, aligned to potential career paths (i.e. culinary arts, science, digital media/arts, engineering, leadership, etc.) Club sessions may include virtual visits from experts in given fields to share career experiences. (1-2 sessions per week)



Sample Integrated Project Based Learning

- Sample Grade 1 - Unit 1: Being a Good Community member
- Essential Question: Why do people get involved in their communities?
- Sample Integrated Project: Write Letters to Grandfriends



Sample Integrated Project Based Learning

YOUR TASK AS A DESIGNER:

AFTER READING, *LOST IN THE DESERT*, IMAGINE FRED'S FAMILY COULD NOT FIND HIM FOR A VERY LONG TIME.

USING EMPATHY AND YOUR KNOWLEDGE OF HOW HABITATS EFFECT ANIMALS' BODIES, CREATE A CAT THAT HAS AT LEAST TWO FEATURES ON ITS BODY THAT WILL HELP IT SURVIVE FOR A VERY LONG TIME IN THE "SNORING DESERT".

Extended Word 2

Remember
to annotate
as you read.

Lost in the Desert

by Thea Feldman

1. Kara looked out the car window. She saw a lot of brown earth. She saw many cactuses and some grass. She saw the blue sky and the empty road. She did not see much else.

2. "Where are we again?" she asked her parents. Her mom showed Kara the map. "We're in the Sonoran Desert, in Arizona—on our way to see the organ pipe cactuses in bloom."





What is Genius Hour?





LEVS – Elementary Comparison

	LEVS	SMUSD Remote Learning/In-Person
90 Min/day of ELA using Benchmark Core Curriculum: Facilitated by SMUSD Teachers	X	X
60 Min/day of Math using Ready Classroom Core Curriculum: Facilitated by SMUSD Teachers	X	X
30 Min/day of Social Studies/Science: Facilitated by SMUSD Teachers	X	X
SMUSD Classroom Teachers Assigned to Each Classroom	X	X
Daily Live Instruction Included in All Subject Areas	X	X
Inclusion of Project-Based Learning to Include Integrated Projects in STEAM/Visual Arts, Opportunity to design solutions to real-world problems, and genius hour/passion projects to allow students to become experts in areas of interest	X	
PE, Music, and Library Rotations		X
Inclusion of Enrichment Menu, Allowing Student Choice in Exploring Activities in Music, Science, PE, Literacy, etc.	X	
Optional CTE-Aligned Enrichment Clubs Afterschool	X	
Modified Kindergarten Schedule (Half Day with After-school, small group tutoring)	X	
Return to Brick and Mortar School in 2020-2021 (based upon safety guidelines/Board direction)		X



LEVS Elementary Frequently Asked Questions

Will Dual Immersion be offered in LEVS?

a. No

Why is it a yearlong commitment?

a. Staffing implications

Leading Edge Virtual School (LEVS): Middle School/High School

First day of class: August 18th



LEVS – Middle School & High School

Connection

- Taught by SMUSD teachers
- Cohorted by school, if possible
- May participate in activities/athletics of home school

College & Career

- All courses are A-G (HS)
- AP/Honors courses available (not all offerings)
- Dual & Concurrent enrollment options for college credit
- VAPA & CTE offerings

Standards-Based Instruction

- Taught by a team of interdisciplinary teachers
- Focus on problem-based, project-driven activities
- Daily live instruction
- Multiple ways to show growth & mastery

Support

- Designated and integrated ELD
- Students w/IEPs remain with home school case manager, when possible
- SPED supports mirror Remote Instruction
- SEL integrated throughout

Individualized Learning

- Students will work with teachers and family to develop academic goals
- Students will develop a portfolio as evidence of their learning

Mentorship/Internship

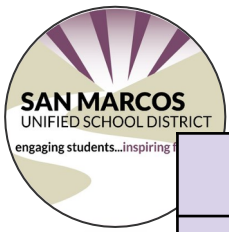
- Part of the students' learning portfolio
- Mentor LEVS K-5 students during Genius Hour
- Possible virtual community internships



Sample* Course Offerings @ LEVS

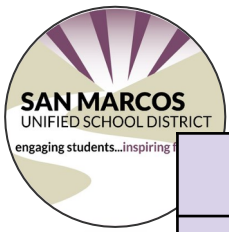
Middle School		High School	
6th Grade	Lang Arts 6 (CP/H) CC Math 6 (CP/H) Science 6 (CP/H) World Hss (CP/H) CTE/VAPA Advisory/PE	9th Grade	ELA 9 (CP/H) Integrated Math 1(CP/H) Biology of the Living Earth(CP/H) Human Geography (CP/H) Elective: CTE/VAPA/PE Advisory/PE
7th Grade	Lang Arts 7 (CP/H) CC Math 7 (CP/H) Science 7 (CP/H) World Hss (CP/H) CTE/VAPA Advisory/PE	10th Grade	ELA 10 (CP/H) Integrated Math 2(CP/H) Chemistry in the Earth System (CP/H) World HSS(CP/H) Elective: CTE/VAPA/PE Advisory/PE
8th Grade	Lang Arts 8 (CP/H) CC Math 8 (CP/H) Science 8 (CP/H) US Hss (CP/H) CTE/VAPA Advisory/PE	11th Grade	ELA 11 (CP/AP) Integrated Math 3(CP/H) Physics of the Universe(CP/H) US HSS (CP/AP) AP Seminar Elective: CTE/VAPA/PE Advisory
Additional <u>high school courses</u> will be available through concurrent/dual enrollment		12th Grade	ELA 12 (CP/AP) Integrated Math 4(CP/H) Government/Econ (CP/AP) AP Research VAPA/CTE Advisory

*Ongoing collaboration with Labor partners



Sample* A Day in the Life LEVS: Middle School

Term 1	
Monday	Tuesday - Friday
Work with advisory teacher Students work with advisory teacher on the construction of their portfolio and progress towards goals . Students also engage in Social Emotional Learning (SEL)	Subject Matter Instruction Live Instruction where all students engage all content with their team of teachers.
	Nutrition/Break
Work with content level specific teacher Students work with content area teachers on content specific components to their problem-based, project-driven learning	Subject Matter Instruction (small group) Live instruction in which students engage all content with teachers in small groups and individual one on one
	Lunch
	Advisory – 30 min period Student work with teachers to develop their portfolios. Students also engage in SEL
	Subject Matter Instruction Live Instruction where all students engage with their team of teachers
	Mentorship/Internship Students will engage virtually with LEVS K-5 students, and in the community) to fulfill the mentorship/leadership component of LEVS: Middle/High School



Sample* A Day in the Life LEVS: High School

Term 1	
Monday	Tuesday - Friday
Work with advisory teacher Students work with advisory teacher on the construction of their portfolio and progress towards goals . Students also engage in Social Emotional Learning (SEL)	Subject Matter Instruction Live Instruction where all students engage all content with their team of teachers.
	Nutrition/Break
Work with content level specific teacher Students work with content area teachers on content specific components to their problem-based, project-driven learning	Subject Matter Instruction (small group) Live instruction in which students engage all content with teachers in small groups and individual one on one
	Lunch
	Advisory – 30 min period Student work with teachers to develop their portfolios. Students also engage in SEL
	Subject Matter Instruction Live instruction where all students engage with their team of teachers
	Mentorship/Internship Students will engage virtually with LEVS K-5 students, and in the community) to fulfill the mentorship/leadership component of LEVS: Middle/High School



Sample* A Day in the Life LEVS: High School

Term 1: Problem-based, Project-Driven		Term 2: Problem-based, Project-Driven	
For every problem/project:		For every problem/project:	
English Math History Science Elective: CTE/VAPA/World Language Advisory (SEL, Portfolio Development, PE)		English Math History Science Elective: CTE/VAPA/World Language Advisory (SEL, Portfolio Development, PE)	
At the end of Term 1		At the end of Term 2	
Students will earn 35 credits . Students earn either College Prep or Advanced/Honors credit		Students will earn 35 credits . Students earn either College Prep or Advanced/Honors credit	
History Science Elective (CTE/VAPA/WL) PE	10 credits 10 credits 10 credits 5 credits	English Math Elective (CTE/VAPA/WL) PE	10 credits 10 credits 10 credits 5 credits

*Ongoing collaboration with Labor partners



LEVS Middle/High School Frequently Asked Questions

How will LEVS courses appear on my transcript?

- a. Home middle/high school

Can I participate in extra-curricular/sports at my home school while at LEVS?

- a. Yes

What does PE look like?

- a. If needed, during advisory, independent study

Student Supports in Remote Instruction and LEVS: Technology Support



Technology Platforms for Remote Instruction/LEVS

- Google Classroom - Virtual Learning Environment
- SeeSaw (TK-2) - Virtual Learning Environment
- Zoom Platform – Platform for Live Instruction (including whole and small group instruction, breakout rooms, one-on-one tutoring/meetings, etc)
- Screencastify - Recording/editing of instructional videos
- FlipGrid - Student video recording
- iReady - ELA/Math diagnostic & personalized learning
- Core Instructional Materials Online - Benchmark, Ready Classroom, Springboard, etc.
- PAPER – 24/7 Grades 4-12 Live tutoring on all subjects and essay feedback in English and Spanish, available in other languages as well



Technology Supports for Remote Instruction/LEVS

Access to Devices & Internet

- 1:1 Chromebook for every student
 - Check-out device at students' registered school
- Working with SDCOE to support families with access to internet
- Low cost internet from Cox for qualifying families
 - Cox Connect2Compete: First 2 months free + 9.95 after
- Wireless hotspots available if internet not available

Technology Support

- Phone helpline during school hours
- Online form for questions outside of school hours
- Videos & Quick Guides for all log-ins and core programs

Student Supports in Remote Instruction and LEVS: English Learners, Special Education, and Social Emotional Support



Social Emotional Learning & Mental Health Support

Social Emotional Learning (SEL)

- Building a Safe and Inclusive School and Classroom Community
- Professional Development for Staff
 - Trauma Informed Care
 - Restorative Practices

Identifying Students in Need of Additional Support

- Universal Screening Tool
- Mental Health First Aid Training for Staff



Social Emotional Learning & Mental Health Support

Referral and Intervention Services for Students

- School Site Referral Process
- Intervention Services:
 - Students and Parents will have access to School Counselors and School Social Workers on a daily basis for individual assistance
 - Groups
 - Facilitated by School Social Worker/Counselor/School Psychologist
 - Facilitated by outside Mental Health Providers



Social Emotional Learning & Mental Health Support

Prioritize Social Emotional Learning (SEL)

- SEL resources and curriculum for Teachers, School Social Workers and Counselors to use in elementary classrooms.
 - Second Step K-5.
- SEL resources and curriculum for Teachers, School Social Workers and Counselors to use in the advisory period in middle school.
 - Second Step 6-8
- Options for Teachers, School Social Workers and Counselors for 9-12:
 - Link Crew Lessons, Super Strong, Wellness Google Classroom for Teachers, School Social Workers and Counselors to access.
 - Evidenced based curriculums: Why Try, Student Success Skills, CASEL guide for high school



Support for English Learners in Remote Learning

All Students: Grades K-12

- LIVE Whole group/Small group instruction
- Participation is Mandatory and Grades Count
- Group Activities to Enhance Student Collaboration and Engagement
- Differentiated Instruction Based on Students' Needs
- Structured Schedules with Assessments and Feedback
- Social Emotional Supports and Individual Student Check-ins
- Designated and Integrated EL Support as Needed
- Monthly DELAC and ELAC Meetings for Parents

Elementary: Grades K-5

- Integrated ELD within core instruction and additional 30 minutes of small group Designated ELD
- Multiple visuals and materials to support students' learning
- Small groups to engage students in conversations
- ELD Choice Boards
- Access to Rosetta Stone

Secondary: Grades 6-8

- Designated ELD classes provide support for students' other classes
- Sentence stems and scaffolds to support students' speaking skills
- EL Coordinator provides support for teachers of English Learners

Secondary: Grades 9-12

- Designated ELD classes provide support for students' other classes
- Sentence stems and scaffolds to support students' speaking skills
- EL Support Teachers provide resources for teachers and connect with students who are struggling



Support for Students with Disabilities

Our Special Education Staff is committed to providing specialized academic and behavioral support and services to students with exceptional needs in order to fully engage them in high-quality learning environments that challenge and prepare them to be well-rounded, active members of society. We continue to provide all students equal access to education

Specialized Academic Instruction (SAI) will be Integrated Into the General Education Schedules

- **Elementary**

- Students will be provided Specialized Academic Instruction aligned with the general education instructional minutes and needs of the individual student
- Office Hours To Be Arranged by SpEd Teachers
- Prearranged Times (e.g. Small Groups w/SAI Instructor or Instructional Assistants)
- Instructional Assistants Utilized
- Related Services Providers serve Students at pre-Arranged Times

- **Secondary**

- Traditional Schedule Followed Through Distance Learning
- Office Hours To Be Arranged by SpEd Teachers
- Instructional Assistants Utilized
- Related Services Providers serve Students During at Pre-Arranged Times



Support for Students with Disabilities

Mild to Moderate Special Day Classes (BASE/SEAS)	Nearly Identical to General Education Elementary/Secondary Model <ul style="list-style-type: none">◦ Live instruction & independent tasks for CORE Academics◦ Electives (“Specials”)◦ Instructional Assistants Utilized◦ Related Services Providers serve Students during Pre-Arranged Times
Moderate to Severe Classes	Schedule Nearly Identical to General Education Elementary/Secondary Model (Breaks will be Extended due to Individual Student Needs) <ul style="list-style-type: none">◦ Live instruction & independent tasks for CORE Academics◦ Electives (“Specials”)◦ Instructional Assistants Utilized◦ Related Services Providers serve Students at Pre-Arranged Times
Preschool	<ul style="list-style-type: none">◦ 3-Hour a.m. Session (pm will be added based on student population)◦ Monday, Tuesday, Thursday and Friday◦ 60 Minute Synchronous◦ 120 Minutes Asynchronous learning, related services, small group instruction, behavior supports, etc.◦ Instructional Assistants Utilized
Adult Transition Program (ATP)	Schedule <ul style="list-style-type: none">◦ Daily instruction◦ Synchronous & Asynchronous for Activities Toward Post-Secondary Education, Employment and Independent Living Skills (ILS)◦ Developed Schedules Based Upon Individual Student Needs

SMUSD Learning Pathways

Remote Instruction to
Start/In Person When
Viable

Leading Edge Virtual
School

First day of class: August 18th

Next Steps & Timeline



Next Steps

- Upload webinar video to website
- Email and upload a copy of the presentation
- Send another FAQ link to capture additional questions
 - Upload the FAQ onto website
- Physically Reopening Schools
 - Future Board Study Sessions
 - Review best practices, current knowledge, health/safety, and other topics



Mitigation Factors for Health & Safety

- 6 feet of physical distancing
- Wayfaring on/off campus
- Face coverings: face shields, masks, gaiters (per current CDPH guidelines)
- 3- sided plexiglass partition for each student
- No sharing of instructional supplies
- Increased cleaning and disinfecting
- Hand washing stations throughout campus
- Hand sanitizer in every classroom & areas throughout campus
- Routine staff testing
- Daily symptom screening (to include temperature checks)
- Education on sanitation of preventing the spread of virus - staff/students/families
- Routines for washing hands
- Structured play/movement breaks instead of traditional recess
- Protocols for positive cases
- Protocols for mask non-compliance
- Among others



**COVID-19
INDUSTRY
GUIDANCE:**
**Schools and School-
Based Programs**



Timeline for Families

Now- August 2nd

Families select learning pathway: Remote Instruction to Start/In Person when Viable or LEVS

July 30-August 14

School sites will contact families:

- Registration and online residency verification procedures
- Chromebook checkout procedures
- Instructional materials (textbooks, consumables, etc.) pick up procedures
- Parent/Student Workshops

Teacher PD

Additional days August 10, 11, and 12 for training/planning opportunities

August 18

First day of school

First two weeks-- half days to ensure 1:1 connection and team building with students and teachers, provides additional planning time for teachers in the afternoon



Thank you for joining us!