Dear L.A. Unified Educators,

Welcome back. I hope this finds you and your family safe and well. A new school year brings excitement as the doors of opportunity open to our students. The doors may not be open at school facilities as we start the year but the opportunity to learn is still the priority for all students.

Our efforts, whether online or at school, are to make sure we provide students with a good education. The impact of COVID-19 requires us to take different approaches and put forth extraordinary efforts, we are committed to both. As we get ready for the start of a new school year, we know you’ll have many questions. This Instructional Handbook – Online Learning and Hybrid Model was made to provide you with information to help in successfully navigating Distance Learning in the beginning of the 2020-2021 school year.

These are difficult times for all of us. Together, we can and will find a way to get through this crisis. Thank you for your support.

Austin Beutner
Superintendent
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.

Los Angeles Unified (L.A. 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.
# TABLE OF CONTENTS

1. **INSTRUCTIONAL TIME IN A HYBRID OR ONLINE MODEL** ................................................................. 1  
   - Defining the School Day .................................................................................................................. 2  
   - Tips For Teachers ......................................................................................................................... 4  
   - Feedback to Students .................................................................................................................... 5  
   - Essential Standards ....................................................................................................................... 6  
   - Access to the Core ......................................................................................................................... 9  
   - Remote Lesson Design .................................................................................................................. 11  
   - Universal Design for Learning .................................................................................................... 12  
   - Culturally and Linguistically Responsive Pedagogy ...................................................................... 14  
   - Meeting the Needs of All Learners .............................................................................................. 16

2. **ASSESSMENT OVERVIEW TO SUPPORT STUDENT LEARNING** ......................................................... 18  
   - Assessment Strategies .................................................................................................................. 18

3. **SUPERVISION OF INSTRUCTION** .................................................................................................... 20  
   - Framework Connections .............................................................................................................. 20  
   - Observation Norm ......................................................................................................................... 21  
   - Learning Management System (LMS) Resources ......................................................................... 21  
   - 2020-2021 Supplemental Digital Learning Tools ........................................................................ 22

4. **SUPPORTING SOCIAL AND EMOTIONAL WELL-BEING** .................................................................. 23  
   - Fostering Well-Being and Community ....................................................................................... 23  
   - A Student's Guide to Learning From Home ................................................................................ 25

5. **DISTANCE/ONLINE LEARNING & HYBRID INSTRUCTION POLICIES AND PROCEDURES** .............. 26  
   - Fall Semester 2020 - Mark Reporting Guidelines for Elementary Progress Reporting .................. 26  
   - Fall Semester 2020 - Mark Reporting Guidelines for Secondary Progress Reporting ................. 27  
   - Use of Breakout Rooms ............................................................................................................... 28  
   - Use of Out-of-Classroom Support Staff ..................................................................................... 28  
   - Video Cameras On/Off .................................................................................................................. 28  
   - Recording Video Lessons ............................................................................................................ 29  
   - Individual Check-Ins with Students ............................................................................................. 29  
   - Data Access for Substitute Teachers, Pool Teachers, and Vacancies .............................................. 30

6. **ADDITIONAL GUIDANCE AND RESOURCES** .................................................................................. 32  
   - Future Ready Care Packages ..................................................................................................... 32  
   - Additional Access to the Core Resources .................................................................................... 32  
   - Additional Resources LMS Policy Documents And Support ......................................................... 33  
   - Assistive Technology .................................................................................................................... 34  
   - Intervention Before School, After School, and Saturday .............................................................. 34  
   - Protocols for Holding Virtual Student Success and Progress Support Team (SSPT) Meetings .... 34  
   - Resources for Teaching Students with Significant Disabilities ................................................ 34  
   - A Parent's Guide to Learning From Home .................................................................................. 35
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.
- **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 (UDL)** - 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

WHY

The parameters of a school day are spelled out within Senate Bill 98 (SB 98). L.A. Unified has 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 ELs, 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.

**Learning Options Including Independent Study**

• In addition to distance online learning, L.A. Unified is preparing for a hybrid model of instruction as soon as possible. L.A. Unified also offers two types of independent study. Read more [here](https://achieve.lausd.net/Page/16991).

**WHAT**

**DISTANCE LEARNING SCHEDULES FOR THE 2020-21 SCHOOL YEAR**
Detailed daily schedules are available [here](https://achieve.lausd.net).

<table>
<thead>
<tr>
<th>Grade Level/Schedule</th>
<th>State Minimum for Daily Instructional Minutes</th>
<th>Minimum Number of Synchronous Minutes a Student Receives</th>
<th>Approximate Number of Asynchronous Minutes for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC/CSPP</td>
<td>180 minutes</td>
<td>90 minutes daily (45 minutes per session)</td>
<td>90 minutes</td>
</tr>
<tr>
<td>ETK/TK/K</td>
<td>180 minutes</td>
<td>60 minutes on Instructional Support Day</td>
<td>120 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 minutes on Other School Days</td>
<td>90 minutes on Other School Days</td>
</tr>
<tr>
<td>1st-3rd</td>
<td>230 minutes</td>
<td>90 minutes on Instructional Support Day</td>
<td>140 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>110 minutes on Other School Days</td>
<td>120 minutes on Other School Days</td>
</tr>
<tr>
<td>4th-5th/6th</td>
<td>240 minutes</td>
<td>90 minutes on Instructional Support Day</td>
<td>150 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 minutes on Other School Days</td>
<td>120 minutes on Other School Days</td>
</tr>
<tr>
<td>6 periods</td>
<td>240 minutes</td>
<td>90 minutes on Instructional Support Day</td>
<td>150 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150 minutes on Other School Days</td>
<td>90 minutes on Other School Days</td>
</tr>
<tr>
<td>7 periods</td>
<td>240 minutes</td>
<td>100 minutes on Instructional Support Day</td>
<td>140 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>170 minutes on Other School Days</td>
<td>70 minutes on Other School Days</td>
</tr>
<tr>
<td>8 periods</td>
<td>240 minutes</td>
<td>100 minutes on Instructional Support Day</td>
<td>140 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150 minutes on Other School Days</td>
<td>90 minutes on Other School Days</td>
</tr>
<tr>
<td>4 x 4</td>
<td>240 minutes</td>
<td>90 minutes on Instructional Support Day</td>
<td>150 minutes on Instructional Support Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150 minutes on Other School Days</td>
<td>90 minutes on Other School Days</td>
</tr>
</tbody>
</table>

For adult education Instructional minutes, please consult the Division of Adult and Career Education Handbook.
Distance Learning
Tips for Teachers

1. BE FLEXIBLE
Anticipate challenges and have a backup plan. Use a messaging system (e.g. Schoology 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 are ready. If a student hasn't participated or seems unprepared for class, reach out to the student and/or the parents.
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 an online 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 on Google Classroom:

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.

“It is necessary to prioritize the concepts and skills that are of immediate importance.”

**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>
</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.

Examples 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.

Examples 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.

<table>
<thead>
<tr>
<th>Considerations for Addressing PRIORITY Grade-Level Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clusters/Standards</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.2*</td>
<td>Reduce the amount of time spent on lessons and problems that call for addition of three whole numbers. Limit the amount of required student practice.</td>
</tr>
<tr>
<td>1.OA.C.5*</td>
<td>Integrate counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard.</td>
</tr>
<tr>
<td>1.NBT.A*</td>
<td>Eliminate lessons that are solely about extending the count sequence in order to reduce the amount of time spent on this cluster. Incorporate extending the count sequence into other lessons in the grade.</td>
</tr>
<tr>
<td>1.MD.B</td>
<td>Eliminate lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).</td>
</tr>
<tr>
<td>1.MD.C</td>
<td>Eliminate lessons devoted to representing and interpreting data. (Do not eliminate problems about using addition and subtraction to solve problems about the data.)</td>
</tr>
<tr>
<td>1.G.A</td>
<td>Combine lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.</td>
</tr>
</tbody>
</table>

* While these standards or clusters are Major Work of the Grade, during the 2020 – 21 school year, it is recommended that they receive lighter treatment in favor of other priority instructional content.

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

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-Math</td>
<td>K-1 ELA</td>
</tr>
<tr>
<td>3-Math</td>
<td>2-3 ELA</td>
</tr>
<tr>
<td>6-Math</td>
<td>4-5 ELA</td>
</tr>
<tr>
<td></td>
<td>6-8 ELA</td>
</tr>
<tr>
<td></td>
<td>9-12 ELA</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. Guidance for accelerating student learning provides “do’s” and “don’ts” when addressing unfinished learning from the previous school year.
**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 L.A. 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 tenets 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 of 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>
</table>
| **English Language Arts** | • Writing  
• Reading literature and informational texts  
• Speaking and listening  
• Grammar and mechanics | • California ELA/ELD Framework  
• California Common Core State Standards for English Language Arts  
• California English Language Development (ELD) Standards |
| **Mathematics**    | • Focus  
• Rigor  
• Coherence  
• Math Practices | • CA Mathematics Framework  
• Effective Math Teaching Practices  
• Equity-Based Math Teaching Practices  
• High-Leverage Math Instructional Activities |
| **Science**        | • Science and Engineering Practices  
• Disciplinary Core Ideas  
• Crosscutting Concepts | • CA Science Framework  
• NGSS Implementation  
• NGSS Standards |
By design, the NGSS Science and Engineering Practices overlap with math and ELA. Whether in an online, blended, or traditional learning environment, deeper integration is possible with an intentional approach.

L.A. Unified has worked closely with all approved digital content providers to be integrated with the District adopted Learning Management System (LMS), 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.

The following table provides a sampling of some of the core instructional programs:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Benchmark Advance(TK-5/6)</td>
<td>Collections (6-12)</td>
<td>Collections (6-12)</td>
</tr>
<tr>
<td></td>
<td>Wonders (TK-5/6)</td>
<td>SpringBoard (6-11)</td>
<td>myPerspectives (9-12)</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td>Impact (TK-5/6)</td>
<td>Discovery Education (6-8)</td>
<td>A Different Mirror</td>
</tr>
<tr>
<td></td>
<td>Social Studies Alive! (TK-5/6)</td>
<td>Impact (6-8)</td>
<td>US History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Geographic (6-8)</td>
<td>World History</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Math Expressions (K-5)</td>
<td>Big Ideas (Alg I)</td>
<td>Big Ideas (Alg I, II, Geom)</td>
</tr>
<tr>
<td></td>
<td>My Math (TK-5/6)</td>
<td>CA Math (6-8)</td>
<td>Core Connections (Alg I, II, Geom)</td>
</tr>
<tr>
<td></td>
<td>NEW Math Option for 2020-2021: Illustrative Mathematics (K-5 Beta)</td>
<td>Glencoe Math (7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go Math (6-8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springboard Math (6-Alg I)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Amplify (TK-6)</td>
<td>Amplify (6-8)</td>
<td>CA Science Dimensions (9-12)</td>
</tr>
<tr>
<td></td>
<td>FOSS Next Generation (TK-6)</td>
<td>CA Science Dimensions (6-8)</td>
<td>Discovery Education (9-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCALE Stanford (6-8)</td>
<td>Experience (9-12)</td>
</tr>
</tbody>
</table>

A full list of L.A. Unified adopted materials for all content areas is available for Elementary, Middle, and High School.
Remote Lesson Design

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

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.

A 45-minute traditional, face-to-face lesson may only be a 20-minute remote learning lesson.

Lesson times will need to be modified.

Modified from The Just in Time Playbook for Remote Learning. Click here to learn more.

For more information, go to Section 6, 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:

**AFFECTIVE NETWORKS:**

**THE WHY OF LEARNING**

**Engagement**

For purposeful, motivated learners, stimulate interest and motivation for learning.

**RECOGNITION NETWORKS:**

**THE WHAT OF LEARNING**

**Representation**

For resourceful, knowledgeable learners, present information and content in different ways.

**STRATEGIC NETWORKS:**

**THE HOW OF LEARNING**

**Action & Expression**

For strategic, goal-directed learners, differentiate the ways that students can express what they know.
### 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 or Microsoft including 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 ELs.
- 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.

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### 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>

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### 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](#)
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 online learning models, L.A. 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.

Culturally and Linguistically Responsive Pedagogy

- Strategic use of attention getting signals
- Protocols for responding and discussing
- Movement activities
- Extended collaboration activities
- Classroom reflects students' cultures
- Physical space promotes collaboration
- Student-centered
- Safe social-emotional ethos
- Instructionally print-rich environment
- Tiering vocabulary words- Level 2 and Level 3
- Vocabulary acquisition strategies
- Reinforcement activities
- Use of culturally responsive and authentic texts
- Engaging read-alouds
- Literacy activities across content areas
- Opportunities for situational appropriateness
- Sentence lifting for situational appropriateness
- Retelling for situational appropriateness
- Role playing for situational appropriateness
- Teachable moments for situational appropriateness

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, 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. 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 online.

Online 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. Practioners 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 6, Additional Guidance and Resources.
This section of the document provides guidance on implementation of the assessments in MEM-6700.3, Comprehensive Assessment Program and REF-092302, 2020-21 State and National Mandated Testing Calendars, to address hybrid and distance learning modules for the 2020-2021 academic year.

WHY

As students return to campus after months of school closure and into online 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."

HOW

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

<table>
<thead>
<tr>
<th>Stakeholder Engagement and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Provide clear messaging on the use of assessments to establish a baseline and set goals to accelerate student learning.</td>
</tr>
<tr>
<td>• Provide ongoing opportunities for planning and collaboration to connect to lesson design and instruction that meets the needs of the students.</td>
</tr>
<tr>
<td>• Implement systems of ongoing planning and collaboration to address the needs of students during hybrid/distance learning.</td>
</tr>
<tr>
<td>• Leverage curriculum materials and resources, we have and know. Start with the grade level standards.</td>
</tr>
<tr>
<td>• Create a system of ongoing communication with parents to support their understanding of the importance of assessments, guidelines for completion of assessments online, and share regularly (e.g., bi-monthly, monthly) assessment schedules and the results.</td>
</tr>
</tbody>
</table>
### 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 instructional leadership teams (ILT), Professional Learning Community (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 Interim Assessment Blocks (IABs) for informing instructional planning by leveraging the tools and resources in [Tools for Teachers](#) 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.

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**WHAT**

**Assessment administration** recommendations are 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
SUPERVISION OF INSTRUCTION

WHY

Effective teaching, leadership and supervision of practice as defined by L.A. 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 L.A. 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 Online 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.
- Professional Development (PD) Plan that includes teacher resources to support synchronous and asynchronous instruction.
- 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, and progress monitor.

Additional Sample Evidence
For more information on:

<table>
<thead>
<tr>
<th>Formal observations</th>
<th>Informal observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS Administrator Handbook</td>
<td>Sample Evidence</td>
</tr>
</tbody>
</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** are will be available for video conferencing tools.

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**OBSERVATION NORMS**

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**CARRIER**
L.A. 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.

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 by signing in at [lms.lausd.net](http://lms.lausd.net).

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 L.A. 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.

- **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.

- **Check-In/Check-Out Guidelines** and **Check-In/Check-Out Learning Module:** 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 well-being and engagement of each learner and to provide additional support as needed.

- **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! 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 Gratitude Tuesday, and so on. This can be discussed and decided at a faculty meeting.

This is a frame to support ongoing purposeful focus on well-being 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><strong>WHAT</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Mindful Monday</strong></td>
</tr>
<tr>
<td><strong>Gratitude Tuesday</strong></td>
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<tr>
<td><strong>Wellness Wednesday</strong></td>
</tr>
<tr>
<td><strong>Thoughtful Thursday</strong></td>
</tr>
<tr>
<td><strong>Fun Friday</strong></td>
</tr>
</tbody>
</table>

For more information, go to Section 6, 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 are 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.
2020-2021 MARK REPORTING GUIDELINES FOR ELEMENTARY PROGRESS REPORTING

As indicated by the California Department of Education (CDE), grading policies are a District decision in consultation with the local bargaining unit.

L.A. Unified will implement a 1-4 grading scale for elementary students as outlined in BUL-2332.7 Elementary School Progress Report Marking Practices and Procedures, dated August 3, 2018. Students who have not participated in remote learning due to a circumstance beyond their control are not to be penalized.

Students (and parents for our youngest students) should receive regular interaction from the classroom teacher each week to support remote learning, which can include communication via phone call, email, Schoology, or the option of three conferencing methods - Zoom, Microsoft Teams, or Conference feature in Schoology for lessons and assignments.

The 1-4 grading scale in the following table shall be used:

Academic Achievement Scores K-5/6

- Indicates student progress towards achievement of grade-level California content standards thus far in the school year.
- 4 = Exceeds grade-level standards
- 3 = Meets grade-level standards
- 2 = Progressing toward meeting grade-level standards
- 1 = Minimal progress toward grade-level standards
- N/A = Not assessed in current reporting period*

*= Assessed during reporting period

Please note that marks of “2” may be used to indicate progress towards grade-level standards, even if the progress is limited.

Teachers should not assign a mark of “1,” unless the following steps are implemented:

- Contact the parent to provide the Warning Notice and discuss opportunities for the student to receive additional support.
- Collaborate with school support personnel to provide additional support, if available, as needed.
- Consult with the site administrator or designee.

For more information, please click here: https://bit.ly/349DDB2
GRADING POLICY FOR SECONDARY PROGRESS REPORTS AND REPORT CARD MARKS FOR FALL SEMESTER 2020

As indicated on the California Department of Education (CDE) website, grading policies are a District decision in consultation with the local bargaining unit.

In consultation with District leaders and United Teachers of Los Angeles, District policy as outlined in BUL-1353.1, Marking Practices and Procedures in Secondary Schools, December 23, 2005, will be in effect with the following modifications:

Teacher should not assign a mark of “Fail,” unless all of the following steps are implemented and documented in MiSiS:

- Make several attempts to contact the student and family to provide additional opportunities for the student to turn in assignments or make-up work and to discuss needed academic support;
- Collaborate with an academic counselor or student support personnel to provide additional support as needed;
- Consult with the site administrator or designee.
- An “Incomplete” may be issued if student attendance during distance learning interfered with the completion of sufficient assignments to substantiate a grade. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a “Letter to Parents Regarding Incomplete Work” (Form 34-H-20). Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.

The "contact log feature" in MiSiS allows a teacher to document communication with families and the "counseling communication feature" allows counselors to do the same.

Mastery Learning and Grading

Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. It offers all students and teachers an alternative to traditional instruction and grading. By refocusing classroom grading, assessment, instruction, and lesson planning on clear learning targets, and by implementing research-based systems honoring individual variation in learning styles, Mastery Learning and Grading allows more students to succeed academically and ultimately to take charge of their own learning.

In order to meet the students where they are and to address individual learning needs, teachers are encouraged to consider an MLG approach to grading. The CDE website states that “Educators may need to consider their overall learning goals; alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighting in individual teacher gradebooks; and prioritizing the assessment of student mastery of essential standards.”

For more information, please visit: [https://bit.ly/3kWaNtG](https://bit.ly/3kWaNtG).
Use of Breakout Rooms

The use of virtual breakout rooms while web-conferencing is encouraged as a method to increase student independence and engagement during distance/online learning; however, like other small-group formats of teaching, expectations and norms during breakout rooms must be taught, modeled and rehearsed. Over time, teachers gradually release more responsibility to students.

Positive behavior support and intervention methods can be used to help students acquire academic discourse, whereby students take an active role in their learning and even mentoring of other students while teachers observe, learn and coach students in the role of facilitator.

Smart Start days at the beginning of the school year should be used to practice these important routines and procedures, and to support diverse learners, teacher can provide sentence stems and practice construction conversation routines.

Phase I: When first beginning breakout groups, particularly in the primary grades, it’s recommended that teachers model the behaviors they expect to see in the breakout groups, then letting the whole class practice independently, while the teacher observes the whole class practicing the norms and procedures. At the end of the session, the teacher gives feedback to the whole group about what they did well and what needs to improve.

Phase II: The next step is to continue to model expectations, but when ready, break the students up into two breakout rooms, until you’re confident that students can successfully have constructive dialogue and stay engaged in academic tasks. The teacher must circulate from room to room just as in a normal classroom to observe and give feedback to students.

Phase III: Assign student leaders and roles such as time keeper, note taker, speaker, in order to build additional independence and practice allowing students to break into even more groups, possibly four or more. At any phase, if needed, a teacher may revert back to a previous phase in order to re-teach expectations, norms or processes.

Phase IV: Students move in and out of breakout rooms seamlessly with little or no effort on the teacher’s part.

Use of Out-of-Classroom Support Staff

During Distance Learning, paraprofessionals (teacher assistants, educational aides, special education assistants, and instructional aides) continue to provide instructional support and assistance to teachers. Based on administrator and teacher guidance, paraprofessionals will be assigned to facilitate small-group instruction during synchronous learning, while the teacher retains responsibility for monitoring the instruction and supervision of the students in his/her charge. Per California Education Code, a paraprofessional need not perform such duties in the physical presence of the teacher.

Video Cameras On/Off

During distance/online learning, cameras are the gateway to teacher-student interaction and connection. However, there are some important factors for educators to take into consideration when planning for instruction and establishing their norms for use of cameras.

A teacher’s camera must be on when conducting live, synchronous instruction in order to facilitate the teacher-student connection and interaction called for in Senate Bill 98.

A student may be encouraged to use a camera during instruction, but may not be required for some of the reasons listed below. A student’s decision to have their camera on, or off, during synchronous instruction will have no bearing on a student’s grade. For example, extra credit should not be given to those students who have their camera on, while disciplinary measures should not be taken for those students who participate with their cameras off.
Universal Design for Learning (UDL) and the principles of diversity, equity, and inclusion further support flexible approaches when working with students in synchronous, online sessions. UDL suggests that we offer students multiple means of engagement. In a virtual classroom, that means giving students choices about whether to engage with the class on camera, via audio, through polls, collaborate using Google docs, or in the chat. Mandating students to enable the camera implies that this is the only one way to engage in our courses, which is counter to UDL principles. Encourage students to be on camera, but allow them to make that choice.

Reasons why students should be encouraged to have cameras on, yet given choice:

- Students might be self-conscious about seeing themselves on camera
- Students might not want to show their current living situations (try virtual backgrounds)
- Students might not have a room in which they can close the door to be in a private space
- Students might have very personal home environments and fear being teased about them
- Students might be reluctant to publicize their disabilities
- Students might be experiencing technical issues (please work with students/families to troubleshoot those issues which might include the need for an additional hotspot)
- Students, from the lens of equity, might be in a space they do not want to broadcast to their peers, as well as having additional responsibilities, especially during the pandemic. Examples include multiple home obligations during class time, that might impede their ability to fully participate.

With trauma even more widespread today due to the crisis, it is especially important now to be sensitive and flexible with students. Building trust and rapport will help students feel more comfortable.

**Recording Video Lessons**

During distance/online learning, any recorded video with students’ image, audio, or names becomes a student record subject to FERPA law. Teachers are allowed to record a lesson for a formal evaluation per the LAUSD-UTLA sideletter effective August 3, 2020, and the recording of synchronous sessions are permissible if no student images, names or audio are captured. Recorded synchronous sessions that meet the above requirements could be posted within a Schoology course group or Google Classroom; not to be posted on social media or any other open access platform.

Consistent with the For Teachers, By Teachers project, L.A. Unified is building an Online Teacher Video Library for the L.A. Unified World of Learning YouTube Channel and for possible airing on KLCS.

Find more information about acceptable video formats and the sample parent/guardian consent form here.

**Video formats**

**Consent form**

**Individual Check-Ins with Students**

The Code of Conduct with Students does not preclude all 1-on-1 student contact, particularly if it is part of the District employee's job duties (especially if they had such contact on campus); as such, 1-on-1 virtual sessions are permissible. Examples include counselors, teachers, and other support staff who can host 1-on-1 Zoom sessions to fulfill those job duties.

**Code of Conduct**
Data Access for Substitute Teachers, Pool Teachers, and Vacancies

<table>
<thead>
<tr>
<th></th>
<th>Long Term Sub (after 20 days)</th>
<th>Day-to-Day Sub</th>
</tr>
</thead>
<tbody>
<tr>
<td>MiSiS Attendance Access</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>General Schoology Access</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Scheduled as a teacher of record in MiSiS</td>
<td>✅</td>
<td>N/A</td>
</tr>
<tr>
<td>Schoology Course Access</td>
<td>✅</td>
<td>Can be added by Course Admin</td>
</tr>
<tr>
<td>Zoom co-host Access</td>
<td>Can be granted by alternate host</td>
<td>Can be granted by alternate host</td>
</tr>
<tr>
<td>Access to Schoology Grade Passback</td>
<td>✅</td>
<td>N/A</td>
</tr>
<tr>
<td>Core Content Access</td>
<td>✅</td>
<td>bit.ly/PublisherDemoAccounts</td>
</tr>
</tbody>
</table>

Unfilled Teacher Sections in MiSiS
Schools with Unfilled Teacher sections in MiSiS may elect to assign these courses to an out-of-classroom certificated employee, such as the AP, Coordinator, Counselor, Dean, etc. These individuals would then inherit the corresponding Schoology section as course administrators. This individual may add substitute teachers to the Schoology course via one of the following options:

1. Go to the Schoology Members page and click on the Add Members button. Click on the drop-down arrow next to the school site and search for LOS ANGELES USD 9999 then search for the substitute you wish to add to the course. Once the substitute has been added to the course, click on the gear icon next to their name and select ‘Make Admin.’ This will grant the substitute teacher co-admin rights to the course.

2. Copy the course Access Code and share it with the substitute teacher to self-enroll in the course. Once the substitute has been added to the course, click on the gear icon next to their name and select ‘Make Admin.’ This will grant the substitute teacher co-admin rights to the course.

Long-Term Substitutes
- Long-term Substitutes are assigned to a school after their 20th assignment day at a school site by Human Resources (HR).

- Once the assignment has been made, long-term Substitutes will become available in MiSiS Master Scheduling for scheduling.

- Prior to the official assignment from HR, long term Substitute teachers can apply for MiSiS access via OneAccess. Once approved, the long term Substitute teacher can be assigned to sections.

- Schools can add long-term Substitutes as the official roster carrying teacher for any Unfilled Teacher position section or temporarily during extended absences.

- Long-term Substitutes will be able to take attendance in MiSiS and will automatically gain access to the corresponding Schoology section as course administrators.
• At the conclusion of the assignment, the school needs to edit the existing section in MiSiS. Replace the Long-Term Substitutes with the full-time teacher being assigned to the course. DO NOT close the section and open a new section.

**Day-to-Day Substitutes**
• Day-to-Day Substitutes can be granted access to enter attendance in MiSiS during their assignment at a particular school.

• They cannot, however, be scheduled directly in MiSiS sections through Master Scheduling. Day-to-Day Substitutes may be manually added as a co-administrator into a Schoology course by the out-of-classroom certificated employee that is temporarily assigned to an Unfilled Teacher section, as mentioned above.

• At the conclusion of the assignment, the school needs to edit the Members list in the Schoology course to remove the Substitute. Click on the gear icon next to the substitute's name and select ‘Unenroll.’

**Special Program Substitutes**
• Special Program Substitutes are assigned by HR to one specific school or on a regular basis (30 hours a week: Monday-Friday, 5 days a week for 6 hours each day) to support teachers with direct synchronous instruction.

• Special Program Substitutes will assist teachers with small-group and breakout instruction and will not serve as the teacher of record.

• Special Program Substitutes may be added as co-administrators into a Schoology course by the classroom teacher.

• At the conclusion of the assignment, the school needs to edit the Members list in the Schoology course to remove the Substitute. Click on the gear icon next to the Substitute's name and select ‘Unenroll.’

• If a Special Program Substitute is assigned to work directly with one classroom teacher to eliminate a combination class and fills in for that teacher for the entire day, the Substitute should be provided the Day-to-Day Substitute access as noted in the above section.

*As a reminder, the role of the Special Program Substitute is to support breakout rooms including combination classes. They are not the teacher of record. They should not be required to plan or perform duties that the register carrying teacher would. They will be following the lesson and activities the teacher provides. These Substitutes are considered flexible assignments and are not in place of the teacher.

**Additional Policy Guidelines**
As additional policy guidelines become necessary they will be available [here](#).
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:

### Student Engagement:
- Blackboard Connect
- Common Sense education website
- Digital Citizenship
- Global Collaborator
- ISTE
- Key District policies
- Learning Management System (LMS) app center
- Schoology
- Types of digital platforms

### Content Area Resources:
- Differentiating instruction
- Digital technologies
- Flipped classroom and station rotation models
- High level learning
- ITD web services
- Mastery learning and grading
- Parent Portal
- Pedagogical tools and strategies
- Project based learning
- SAMR, TIM, and TPACK information
- Social media policy
- Whole Child data platform

### Leadership:
- Addressing race and trauma in the classroom
- ADKAR method for change management
- Building a digital community
- Mindfulness toolkit
- Parents and community as partners
- Plan, do, study, act cycle
- School infrastructure

### Access and Equity:
- 2018 Master Plan for English and Standard English Learners
- A-G intervention
- Applied special technology
- Assessment practices
- Blended learning
- Content area rubrics
- Constructive conversation tools

### Content Area Resources:
- Culturally responsive teaching resources
- Dual language programs
- ELA/ELD framework
- Edgenuity
- Feedback using technology
- Positive behavioral interventions and supports

### Leadership:
- Primary language supports
- Restorative practices
- Supports for Social Emotional Learning
- Teaching and Learning and School Leadership Frameworks
- Universal Design for Learning (UDL)
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 areas 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 L.A. Unified schools with guidelines and procedures for implementing the District-adopted Learning Management System (LMS), Schoology. This guide also describes the policies that L.A. 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 L.A. Unified. 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 L.A Unified. 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:**

**REF-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 SSPT 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 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”.

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