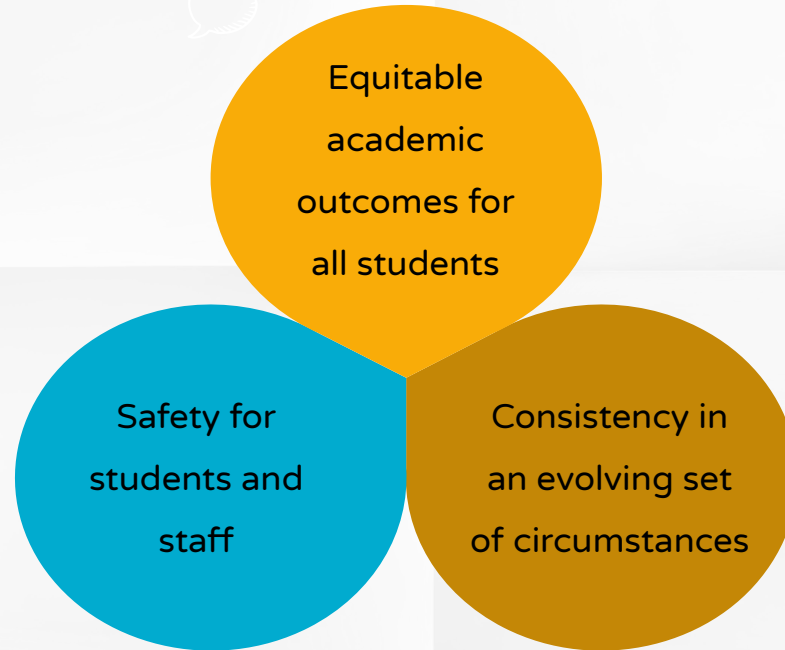


LUSD LEARNING
ENVIRONMENTS
~~REVISITED~~

Potential Benefits and Barriers

**Improved
hybrid model
5 day a week
model**

Primary Goals



Sources

CDE/Health Department
Requirements

Transportation, Food Service,
Custodial Schedules

Survey of parents
and staff

Teacher and Principal
analysis of hybrid
model



PTA Council

Process



From the data...

Safety for student and staff

- ▣ First and foremost
- ▣ Current model has resulted in high levels of perceived safety

Volatility of current context

- ▣ Students/Staff in quarantine
- ▣ Students moving in and out of distance learning
- ▣ Cohorts/classes/schools/district in shut down

Equitable access to high quality instruction

- ▣ Students with special needs
- ▣ Students who thrive on peer interactions
- ▣ Students who need to engage with staff every day
- ▣ Timely feedback for all students

More from the data...

Improved Asynchronous Learning

- ▣ Pressure on parents
- ▣ Parent concerns that some asynchronous work is busy work
- ▣ High D and F rates as students fail to turn in work

More Consistency/Less Disruption

- ▣ Switching models just when we got the hang of the last one
- ▣ Disruptions in family schedules (childcare, transportation, work schedules, etc.)

Increased impact due to smaller class sizes

- ▣ Increased engagement
- ▣ Individualized instruction
- ▣ Fewer behaviors disruptions
- ▣ Deeper relationships
- ▣ Ease of implementing safety protocols

Potential Models



5 Day a Week Model

5 Days a Week



- ▣ All students at school every day
- ▣ Equitable access to instruction
- ▣ No asynchronous learning
- ▣ Return to 'normal' for parents, students and staff

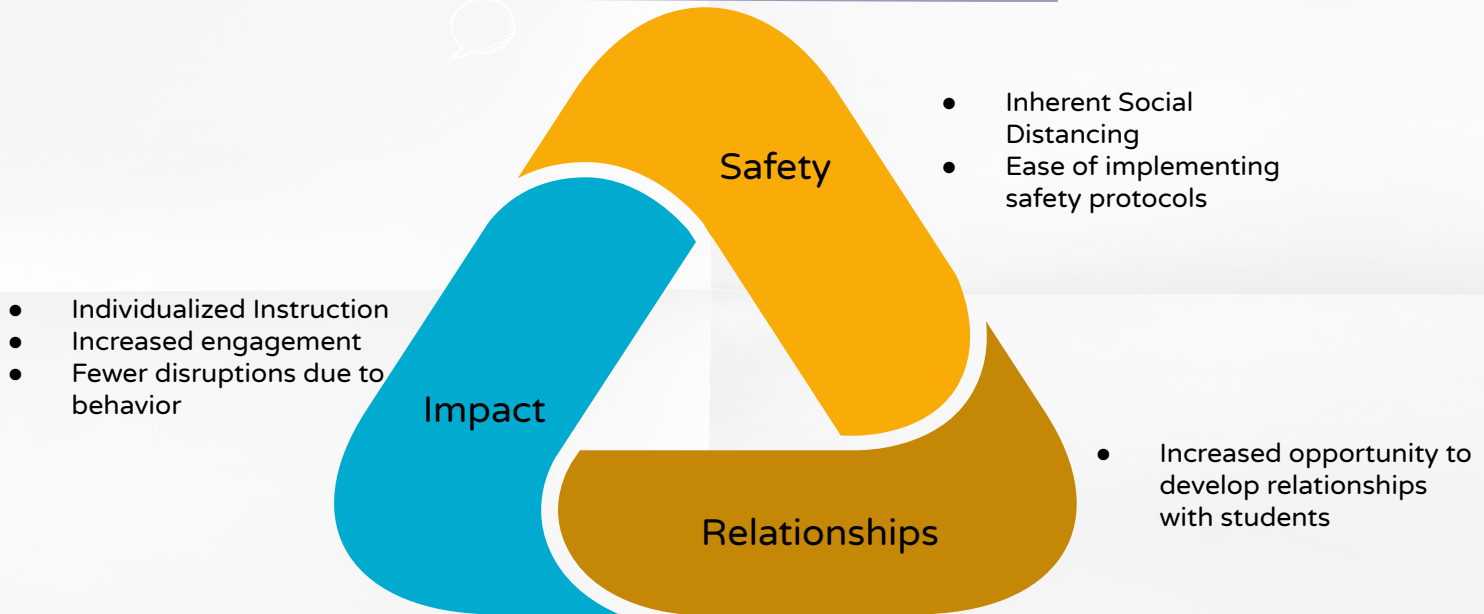


- ▣ No social distancing
- ▣ Increased chance of cohort/class/school/district shut down
- ▣ Limited work for quarantined students
- ▣ Limited space in Distance Learning Strand for families who do not wish to return



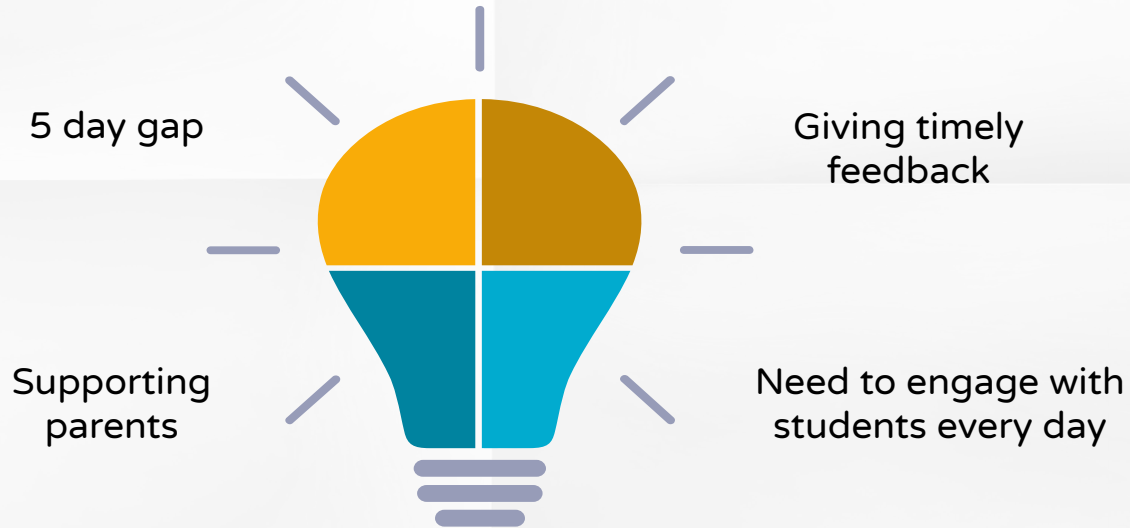
Improved Hybrid Model

Reflection on Hybrid Model-What's Working?



Reflection on Hybrid Model-What needs revision?

Asynchronous Learning

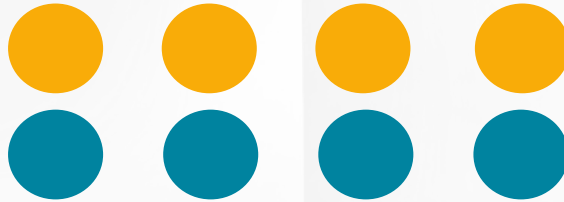




Wednesday

...plan instruction and/or services for **synchronous and asynchronous learning**, provide student feedback and grading, monitor student activity, gather formative and summative information, participate in IEP, SST, and 504 meetings

AM/PM



- ▣ All students at school half day, 4 days per week
- ▣ Social distancing
- ▣ Kindergarten
 - No asynchronous learning
 - Increased in-person instruction minutes
 - Could include a 5 day week schedule (with early release)

- ▣ Still requires asynchronous learning for 1st-8th
- ▣ Reduces in person instruction for 6th-8th
- ▣ Inability to offer transportation to general education students
- ▣ Most disruptive to current schedule

AM/PM



Special Day Class

This model could be implemented alongside the general education model and would result in 2 additional hours per week of in classroom learning.

A/B Cohort with Virtual Alternate Cohort



- ▣ Daily interaction with teacher/peers
- ▣ Social distancing
- ▣ More accountability and support for asynchronous work



- ▣ Fewest in-person minutes for all grade levels of all models presented
- ▣ Still requires asynchronous instruction on off days for 1st-8th

A/B Cohort with Virtual Alternate Cohort



Special Day Class

- ▣ Would be neutral for instructional time overall
- ▣ Virtual instruction will be possible but will likely present challenges for atypical learners

Concurrent Instruction



- ▣ Daily interaction with teacher/peers
- ▣ Social distancing
- ▣ Equitable access to instruction
- ▣ Most flexible model
- ▣ Less disruptive than other models presented



- ▣ Requires teacher training
- ▣ Requires equipment purchases



Lina Cortez
4th Grade
Lakeside Farms

VIRTUAL & IN CLASS DISCOURSE



Concurrent Instruction



Special Day Class

- ▣ Would provide for more instructional time overall but it would be virtual.
- ▣ Virtual instruction will be possible but will likely present challenges for atypical learners

Special Day Class



SDC teachers and Admin have been meeting to discuss a plan for returning Special Day Class students to in class instruction 4 full days per week

- This would double the amount of current in- class instructional time
- In order to achieve this safely, additional staff would be needed.
- Once staff is in place, a target date can be set.

Kindergarten: AM/PM
SDC: 4 Full Days/Week
1st-8th: Concurrent Model

Current Focus

Next Steps

Discussions with principals and teachers on an equity-based instructional delivery model

Survey staff and provide supports and professional learning opportunities

Survey kindergarten families

Target date to begin implementation:
January 18

Thanks!

Any questions?

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