WCCUSD Distance Learning
Instructional Plan and Expectations Phase 2

Our distance learning program is one that is new and it is also one that has been forced upon us by the current health situation. This means that, more than ever, we must remember that well rounded students are also artistic, athletic, mentally strong and socially nourished. We must continue to ensure that the arts, physical fitness, a healthy mind and connection to a positive social community are all components of the program we offer to students. What is good for students is good for adults so these same qualities of mental, physical, social and artistic health need to be present in our adult community as well.

We recognize that, during this closure, students will have different abilities to engage in distance learning. Factors such as home internet access, the need to care for younger siblings or to work to support their family, will impact a student's ability to engage in the learning. No student shall be penalized for these forces beyond their control. We have intentionally designed this distance learning program to be flexible and to allow students multiple ways and opportunities to engage in the learning.

We are all learning together. Tethering ourselves around our Theory of Action will create a powerful distance learning community to raise strong children. We will use this time to truly think about how we can impact our system so that when we finally do come back to our physical classrooms, we are changed for the better, our minds a bit blown from what we have just endured and ready to lean into the next phase of learning in the world.

Theory of Action:

- *If we **personalize learning** for students, then we will give all students what they need when they need it.*
- *If we allow **asynchronous opportunities**, all students will have the time and space they need to master what they are asked to learn.*
- *If we **focus on mastery**, all students and all teachers will clearly understand their students' learning and make the needed adjustments.*
- *If we foster **deeper learning experiences**, all students will be engaged, challenged and empowered and meet the core competencies of the graduate profile.*

Distance learning means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. While the delivery of instruction will be different, the lesson design still includes:

1. **Learning Target/Objective/Learning Intention**
   What do I want students to learn? By When?
   Provide a daily checklist of daily learning (what do students need to master daily?)
2. **Instruction/Prompt**
   Provide written, verbal, or video instruction to students to assist them in meeting the learning objective

3. **Independent Practice**
   Provide materials/resources for students to practice in order to achieve mastery
4. **Demonstration of Learning/Feedback**
   Provide a means (question, essay, picture, artifact, etc.) for students to show what they have learned. This should be submitted/uploaded by the student or observed by the teacher.

We trust our leaders to support our teachers to take risks, to grow and to fail and to help them to get back up. We have the same trust in our teachers as they now engage students through distance learning. The following expectations and resources have been established to provide guidance for teachers so that there is a standard distance learning practice across WCCUSD during school closures. Updates may need to be made to this document as our journey in distance learning progresses. It will be revisited as needed.

Preschool

Preschool/Pre-K students will be supported in learning through digital platforms. Learning experiences are communicated by teachers to parents and caregivers.

Students	- Digital assignments through e-Learning platforms, using a variety of tools - Communicate with teachers through parents and seek assistance as needed - Experience daily reading for at least 20 minutes independently or with adults
Parents/Guardians	- Communicate with classroom teacher weekly - Support students to complete work assigned by teachers
Teachers	- Connect with families weekly - Curate, develop, and provide distance learning assignments for students through the digital learning platforms and tools - Interact with students at least 100 minutes each week - Record any lessons and make them available to parents/guardians - Connect with a site administrator for a maximum of 60 minutes weekly. The structure will be created in collaboration between the teacher(s) and site administrator.
Administrators	- Ensure all students have access to essential distance learning devices - Ensure teachers have access and training in using digital tools, materials, and resources - Be available to support teachers and families throughout the school day. - Support access to regular and on demand professional development for teachers with distance learning tools/resources. - Work one-on-one to support teachers and connect with them individually

Elementary

TK-1st Grade

TK, K and 1st grade students will engage in distance learning through different formats and platforms. Not all TK/K/1st grade students have district-issued Chromebooks, therefore learning may occur through paper packets or online. For students who do not have Chromebooks, the learning will be treated similar to traditional independent study, with completed packets and/or engagement. Teachers may determine the

platform for mastery for each student after assessing family resources and student needs. WCCUSD will continue to pursue acquiring Chromebooks for the remainder of students in need.

Students	- Complete packets/work on a weekly basis - Communicate with teachers and seek assistance as needed - Read at least 30 minutes daily on their own and complete a Reading Log; younger readers may be read to, or engage with audio books - Engage in independent writing on a daily basis on their own - Participate in some type of daily physical activity on their own
Parents/Guardians	- Communicate with classroom teacher weekly - Support students to complete packets/work assigned by teachers
Teachers	- Connect with families and site administrator on a weekly basis - Curate, develop, and provide distance learning packets/work with standards and/or goals for students - Connect with a site administrator for a maximum of 60 minutes each week using a structure created in collaboration between the teacher(s) and site administrator.
Administrators	- Ensure all students have access to essential distance learning paper packets/work - Ensure teachers have access and training for essential tools, materials, and resources. - Be available to support teachers and families throughout the school day. - Provide regular and on demand professional development for teachers with distance learning tools/resources. - Work one-on-one to support teachers and connect with them individually

Elementary 2nd-6th Grade Instruction

WCCUSD students in grades 2-12 have a district-issued Chromebook to use for Distance Learning.

Total Instructional Time: 3 hours 30 minutes daily
Total Preparation Time: 2 hours daily
Total Day: 5 hours 30 minutes

Teachers will create a daily schedule that meets the time expectations for the grade level and have a completion time no later than 4 PM each day. We understand there has to be flexibility to educators and families throughout this process. Teachers will work collaboratively with grade level peers to ensure that instruction received across the grade level is consistent for all students. Departmentalization of content areas at grade levels to share workload is encouraged in a distant learning scenario. The sample daily schedule below is a visual for how time can be structured throughout the day.

Area	Time	Frequency	Guidance and Suggested Resources
Prep Time As needed	Teachers prepare lessons/technology: 120 Minutes	Daily 5X Weekly	Post assignments on Digital Learning Platform (Google Classroom or Seesaw) Prepare Zoom or Google Hangouts Lessons Collaborate with grade level team Contact families and students

Reading (ELA)	Students work on reading assignments for 30 minutes. Teachers provide feedback and assist students as needed	2X Weekly+	Phonics: Units of Study Planning Resources www.lalilo.com https://www.teachyourmonstertoread.com/ https://www.starfall.com/h/ Reading: Units of Study Planning Resources www.getepic.com https://rivet.area120.com/ https://www.oxfordowl.co.uk/ https://www.storylineonline.net/ https://wccusd.follettdestiny.com/ Destiny Discover & Sora ebooks Audiobooks Reading Comprehension: https://www.readworks.org/ https://www.commonlit.org/
Writing (ELA)	Students work on writing assignments for 30 minutes. Teachers provide feedback and assist students as needed	2X Weekly+	Create writing assignments in line with curriculum/standards to digital learning platform Provide feedback and assistance. https://info.flipgrid.com/ Units of Study Planning Resources
Mathematics	Students work on math assignments for 30 minutes. Teachers provide feedback and assist students as needed	2X Weekly+	https://www.zearn.org/ https://www.khanacademy.org/ MyMath/McGraw Hill in Clever Big Ideas Math for 6th
Social Studies	Students work on social studies assignments for 30 minutes. Teachers provide feedback and assist students as needed	1X Weekly+	https://web.seesaw.me/ Crash Course Kids Studies Weekly Virtual Exhibits https://www.historyforkids.net/ Digital Citizenship
Science	Students work on science assignments for 30 minutes. Teachers provide feedback and assist students as needed	1X Weekly+ 1X Integrated into another lesson	https://mysteryscience.com/ (Mini Lessons) Crash Course Kids Virtual Field Trips
Physical Education/ VAPA	Students work on PE/VAPA assignments for 30 minutes. Teachers provide feedback and assist students as needed	2X Weekly+	https://app.gonoodle.com/ PlayWorks - Play at Home Arts for Kids Hub Lunch Doodles with Mo Willems

Example Schedule for Teaching Content					
Content	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Reading	✓		✓		
Writing		✓		✓	
Mathematics	✓		✓		
Social Studies		✓			
Science					✓
VAPA			✓		✓
P.E.	✓			✓	
PREP	✓	✓	✓	✓	✓

Elementary 2nd-6th Grade Expectations

Students	● Log into digital learning platform daily ● Complete and submit eLearning lessons and assignments/assessments as required by teacher ● Communicate with teacher(s) and seek assistance as needed ● Read on a daily basis for at least 30 minutes on their own
Parents/Guardians	● Communicate with classroom teachers weekly through teacher's platform of choice ● Support students to complete work assigned by teachers through the digital platform ● Support students to read and write daily
Instructional Coaches	● Curate, develop, and provide distance learning tools/resources for teachers ● Provide regular and on demand professional development for teachers with distance learning tools/resources ● Be available to support teachers with using distance learning tools/resources throughout the regular school day
VAPA, Music, and PE Teachers	● Curate, develop, and provide distance learning tools/resources for teachers in the areas of physical education, music, and visual and performing arts ● Add as a co-teachers to Google Classrooms in order to upload lessons and confirm student participation in VAPA/PE activities ● Collaborate with various site grade level teachers to help upload lessons as necessary ● Grade VAPA/Music/PE assignments as necessary in Google Classroom
Administrators	● Ensure all students have access to essential distance learning materials ● Ensure teachers have access and training for essential distance learning platforms, tools, materials, and resources ● Be available to support teachers and families throughout the school day ● Arrange Google Hangouts/Zoom/Meet for staff throughout the week to provide

	support ● Work one-on-one to support teachers with the use of digital learning tools
Long Term Substitute Teachers	● Assigned to a teaching position: Same responsibilities as classroom teachers ● Assigned to a site but not a specific classroom: Support teachers by covering classes if they are not able to teach or support the site administrator in other assigned responsibilities
Prep Teachers	● Same responsibilities as classroom teachers, developing lessons to support the classroom teachers they cover or work with ● More responsibilities may be assigned by site administration

Secondary

High School		Middle School	
Prep Time: 120 Minutes	Prep for distance learning	Prep Time: 120 Minutes	Prep for distance learning
Teaching: 30 Minutes per class/period/day According to the high school schedule	Provide Direct lesson, Post Lesson, Provide Feedback (record lesson)	Teaching: 30 Minutes per class/period	Provide Direct lesson, Post Lesson, Provide Feedback (record lesson)
Estimated student daily learning time per period: 30 minutes		Estimated student daily learning time per period: 30 minutes	

The daily distance learning schedule is meant to be responsive to teachers' own schedules and there is not a requirement for when to provide the instruction in the day as long as it is completed no later than 4 PM each day. We understand there has to be flexibility to educators and families throughout this process. Teachers will work collaboratively with grade level peers to ensure that instruction received across the grade level is consistent for all students.

Secondary Expectations	
Students	● Log into courses daily through the digital platform of your teacher's choice. ● Complete and submit eLearning lessons and assignments as assigned ● Communicate with teachers as needed ● Spend approximately 2-3 hours per day on coursework for all classes
Parents/Guardians	● Communicate with classroom teachers weekly through the teacher's platform of choice ● Support students to complete work assigned by teachers through their digital platform

Teachers	● Create Lessons using available digital tools and resources
	-Lesson Design
	    A. Objective/Learning Target
	    B. Instruction & Independent Practice (various formats available)

	C. Be flexible with learning. Learning is Constant: Time is the variable. No summative assessments shall be given at this time, but teachers can provide formative assessments in order to check for understanding. Some students may require reteaching during distance learning and/or upon return. ● Post lessons daily to platform of choice ● Be available to monitor and support students' progress throughout the week ● Connect with a site administrator for a maximum of 60 minutes a week; Structure will be created in collaboration between the teacher(s) and site administrator.
Coaches	● Curate, develop, and provide distance learning tools for teachers ● Provide professional development for distance learning tools ● Be available to support teachers with using distance learning tools/resources throughout the school week
Administrators	● Ensure all students have access to essential distance learning materials ● Ensure teachers have access and training for essential distance learning platforms, tools, materials, and resources ● Be available to support teachers and families throughout the school day ● Arrange virtual meetings to support staff throughout the week
Teacher Librarians	● Promote high quality, diverse literature and ensure that teachers and students can access digital reading materials ● Collaborate with teachers to strengthen teacher use of distance learning tools and support instruction ● Be available to support students, teachers, and families with accessing ebooks, research tools, information literacy instruction, and other library-related activities throughout the week
Counselors	● Continue to enter transcripts for transfer students ● Do scheduling clean up for master schedules in support of administration ● Reach out to students who missed their "choice sheets" to help them pick classes for next year ● Monitor credit recovery on Edgenuity ● Reach out to seniors enrolled in Edgenuity courses to remind them that they can still earn credits during this time

Special Education Students- Please reference this document.

English Learners

Teachers will be asked to continue to support our English learners as much as they can in the lessons they provide weekly. Our focus is equity, access, and ongoing support for this special population of students using the English Language Development Standards in conjunction with CCSS, NGSS, and History/Social Studies Framework. Continued support must be for language development growth, and support ELPAC and Reclassification.

ELD teachers at all three levels will attempt to continue English Language Development classes though either live online teaching to small groups, or by recommending online resources to students to support their ongoing growth in English. ELD teachers will be responsible for maintaining ongoing contact with their caseload of ELs, and will maintain documentation of student engagement.

Daily ELD instruction using the CA ELD Standards (Part I & II) ensures access, equity, and ongoing support for English language learners. Distance learning resources and instructional strategies that are included as part of the WCCUSD eLearning distance learning plan will also include linguistic support. Teachers shall include visuals, graphic organizers, and language scaffolds as part of the lessons and also target listening, speaking, reading, and writing. If additional guidance from the state or county comes forward regarding the expected support for ELs, which impacts teachers' workload/responsibilities, WCCUSD and UTR will revisit.

Assessment and Grading

Assessment refers to the wide variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. A distance learning model will require WCCUSD teachers to adjust many of their current assessment methodology and activities to give credit for mastery in non-conventional ways. When planning for assessment, teachers should consider the following guidelines:

- Assessments should focus on determining student mastery of essential standards and students should receive regular feedback on their level of mastery.
- Formative assessment, not summative assessment, is most appropriate given the current educational circumstances. Formative assessments should be utilized to provide students with feedback on their learning progress and need for intervention. Considering the community circumstances and the rapid shift to online instruction, traditional summative assessments in the form of pencil/paper comprehensive tests are not appropriate at this time. However, culminating activities assessing mastery of multiple skills across content areas may be a way to personalize learning.
- After a formative assessment on an essential standard, students who need additional time and support to achieve mastery should be given additional opportunities to develop and demonstrate mastery, depending on their demonstrated needs.

On March 17, 2020, the California Department of Education (CDE) issued general guidelines regarding the issuing of grades during a period of school closure and distance learning. According to the CDE, while delivering distance learning, grades are to be used to inform instruction and may not be punitive. The CDE may further delineate grading requirements in the near future. It is also anticipated that colleges and universities will provide essential, clarifying information regarding potential adjustments to how 2019-2020 grades will be viewed during the admissions process. Considering the central role that distance learning plays, similarly to assessment, grading practices also need to shift from traditional methods to more innovative, non-conventional ones.

Modified grading guidelines will be implemented based on recommendations from various sources, including the CDE, County, collaborations with other local school districts, input from bargaining units, and a district task force/group. An equitable grading policy prior to April 13th will be communicated internally and to our parents/community.

Resources

To ensure the effective implementation of distance learning, teachers will utilize designated online platforms to complete the following: communicate course expectations, deliver instruction, collect and return student work, assess and communicate students' progress, and provide academic support. Teacher selected content delivery platforms must be easily accessible by site administrators with potential for collaborative use by grade level/subject level partners. The following distance learning resources are available and district/site-supported:

Content Delivery Platforms
- Google Classroom
- SeeSaw

Digital Productivity Tools
- Google Suite (Docs, Slides, Calendar)
- Meet (video conferencing)
- Zoom (video conferencing)

Student & Teacher Online Learning Application Hub
- Clever

Curriculum
- Units of Study/EL
- Mystery Science
- MyMath
- Eureka Math
- Secondary Core Content

Training and Support

To support an effective transition to distance learning, all certificated staff will be provided with opportunities to engage in Distance Learning professional development. The district Google platform will be the required online tool for communication about course expectations, assignments details, and student progress. Training sessions on the use of digital learning tools will be available in an opt-in format by topic/subtopic and office/support hours will continue to be available for all teachers PK-12 at 10:00 am daily. Interested staff may join https://meet.google.com/rdt-dtzz-snd.

Please see here for supports available for TK-6 teachers working to teach Units of Study for Reading, Writing, and Phonics. The district has also curated resources to support teachers with designing and delivering instruction. Resources are posted on the WCCUSD E-Learning Website.

District and site administration will remain available via email, online meetings, and phone to support staff as we transition to distance learning and for the duration. All staff members are strongly encouraged to reach out with questions and to ask for support.