

Second Semester 2020-21 Components of the Daily Schedule DEFINITIONS

Setting Up for Success

Health Tier: All Tiers
Frequency: One (1) per week
Day: Monday
Length: 55 minutes
Time Slot: 8 - 9am

Teachers can use this time to plan the overview of their weekly schedule and share with families via digital communication as a week at a glance, including asynchronous assignments (examples may include weekly lesson overview, video, etc).

Live Monday Meeting - Live Homeroom/Advisory

Health Tier: All Tiers
Frequency: One (1) per week
Day: Monday
Length: 30 minutes - non-designated schools
60 minutes - designated schools
Time Slot: 9 - 9:30am - non-designated schools
9 – 10:00am - designated schools

Elementary: This is live virtual time with students for teachers to provide an overview of the academic week ahead. In addition, this is a time to provide social-emotional learning and to check-in with students on their social-emotional needs. FUSD's Department of Prevention and Intervention shall provide social - emotional learning curriculum to teachers. Teachers have option to use this curriculum or develop their own.

Secondary: This is a time to provide general academic support for students, including social - emotional learning. FUSD's Department of Prevention and Intervention shall provide social - emotional learning curriculum to teachers. Teachers have option to use this curriculum or develop their own. For secondary schools that do not have a pre-existing Homeroom/Advisory that was developed prior to the start of the 20-21 with staff consensus, site administration will collaborate with teachers to decide a period within the school schedule to serve as the starting point for Live Homeroom/Advisory. For teachers with a prep period during the determined period, Homeroom/Advisory assignments will consist of students that are included in a teacher's regular assigned classes.

Professional Learning Communities

Health Tier: All Tiers

Frequency: One (1) per week

Day: To be determined by PLC and site administration

Length: 55 minutes

Time Slot: 8 - 9am

Time for all educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students. This collaborative work expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy. The process is grounded in a focus on equity of access and opportunity, high expectations for all students, and a commitment to student learning.

No less than 50% of the allocated hours for PLC time shall be utilized for grade level/subject area. Teachers shall lead grade level/subject area teams (developing the meeting agendas, determining priorities & topics of discussion, planning and facilitating meetings and aligning grade level/subject area meetings with school site goals/priorities and student learning) and site administration can provide feedback to align with school site goals/priorities.

Up to 50% of the allocated for PLC grade level/subject level time may be used for school wide professional learning. (CBA for more detail, as needed)

Teacher Planning

Health Tier: All Tiers

Frequency: Daily

Day: Daily

Length: Varies - See Below

Time Slot: Varies - See Below

This is time for the teacher to use at their discretion to plan for high quality instruction, to review and provide feedback on student work, and other professional responsibilities.

- Two (2) times per week from 8am - 9am as determined by teachers and site administration.
 - Moderate (Orange) Tier –elementary schools will increase to three days of planning due to a reduction of one day of office hours.
- Mondays: Immediately following the completion of Monday Meeting or Homeroom/Advisory until the end of the Work Day (4:00pm).
 - For teachers choosing to provide in-person targeted small groups: Immediately following the completion of In-person Targeted Small Groups until the end of the Work Day (4:00pm).
- **Tuesday - Friday: Immediately following the completion of the last block of Live Instruction until the end of the Work Day (4:00pm)

****Staff Meetings/Schoolwide PL**

Health Tier: All Tiers

Frequency: As determined by site administration in collaboration with teachers

Day: As determined by site administration in collaboration with teachers

Length: 55 minutes

Time Slot: As determined by site administration in collaboration with teachers

Non-Designated Schools: Up to 6 hours of teacher planning time may be used for Staff Meetings/Schoolwide PL from 8:00-8:55 Tuesday - Friday or immediately following live instruction on Tuesday-Thursday. Each school will use a collaborative decision-making process to determine the best time for learning.

Designated Schools: The maximum number of meetings per quarter varies based on the number of DS hours voted on by the school site and how many hours have been completed prior to the start of the school year. Please use the following formula to calculate the max. number of afternoon meeting hours per quarter:

$(\# \text{ of DS hours voted on by staff} - \# \text{ of hours completed before August 12th}) \times .25) + 3$

Example:

School site voted for 56 hours. 16 hours done prior to August 12th.

$56 - 16 = 40$

$40 \times .25 = 10$

$10 + 3 = 13$

Max. # of afternoon meeting hours per qtr. = 13

Student/Family Connections (Office Hours)

Health Tier: Widespread (Purple) & Substantial (Red)

Frequency: One (1) per week

Day: To be determined by teachers and site administration

Length: 55 minutes

Time Slot: 8 - 9am

Health Tier: Moderate (Orange) & Minimal (Yellow)

Frequency: One (1) per week - Secondary

Not required for elementary, due to in-person scheduling considerations

Day: To be determined by teachers and site administration

Length: 55 minutes

Time Slot: 8 - 9am

This is time allocated for scheduled discussions between teachers and students/parents/guardians. This includes scheduling and participating in parent/guardian meetings, SST/IEP/504 meetings, making phone calls home for students who are not participating and/or who need additional support, connecting with students.

RSP services can be provided as either a push in or pull out model, depending on IEP, throughout the day. When the IEP allows, RSP services should be provided within the regular instructional blocks as a push in model to maximize learning during our limited instructional time, however there may be students that require pull out services as required by their IEP. Secondary schools also will continue to have co-teaching throughout the day to provide services. RSP teachers will need to collaborate with the classroom teacher to support students with IEP's.

All English learners need both integrated and designated ELD. In Designated ELD students are guaranteed a protected time in small group daily when teachers provide lessons, based on the CA ELD Standards and content standards that help develop English language proficiency specific to the needs of each EL student. The overall goal of ELD instruction is to develop students' English language proficiency to gain access to core curriculum.

In-person Academic Support (Targeted Small Groups)

Health Tier: All Tiers

Format: In-person

Frequency: Weekly

Day: Monday

Length: 180 minutes

Time Slot: 9:30am - 12:30pm, 10:00am - 1:00pm for Designated Schools

Each Monday, 9:30am-12:30pm, is time allocated for targeted student academic support. The teacher volunteer provides students with additional support, as needed. During this time, interventions shall be provided to students who struggle during live virtual instruction or completing asynchronous assignments. The district will provide the baseline criteria for the decision-making process. The school staff will determine the next level of decision-making based on specific student needs.

In the Purple tier, we will follow all guidance for small cohorts; The capacity for and determination to add new/additional numbers of students to any campus will depend health & safety conditions and the ability to follow state guidelines

Live Instruction (synchronous)

Health Tier: Widespread (Purple) & Substantial (Red)

Format: Distance Learning

Frequency: Daily

Day: Daily

Length: As noted on site schedules

Time Slot: As noted on site schedules

Health Tier: Moderate (Orange) & Minimal (Yellow)

Format: Simultaneous

Frequency: Daily

Day: Daily

Length: As noted on site schedules

Time Slot: As noted on site schedules

Overview: This is the live in-person or virtual classroom experience. The time for each class period is outlined in the daily schedule.

This is live instruction that occurs in person or virtually via a distance learning platform. The teacher has agency to design the virtual or simultaneous classroom experience. Examples include, but are not limited to: lecture, presentations, whole class, small group, etc. This is not meant to imply direct instruction (lecturing) for the entire time period. Students are expected to attend this period on a daily basis.

Examples include:

- **Whole Class Instruction:** This is time when all students are learning together. The teacher is conducting live high quality and culturally relevant instruction aligned to grade level standards to all students. Integrated ELD occurs within whole class instruction, as do classroom supports and accommodations for Special Education students.
- **Small Group Instruction:** This is time during live instruction when students receive differentiated support in small groups. It may include breakout sessions with teacher facilitation or small group peer collaboration/instruction. Designated ELD occurs within small group instruction, as do classroom supports and accommodations for Special Education students.

Daily Asynchronous Assignments

- **Asynchronous instruction:** This is independent student learning that is assigned by the teacher with the expectation that it will be completed. Asynchronous instruction takes place outside of the live daily instructional time and does not occur at the same place or the same time. Asynchronous assignments are an extension of the weekly course curriculum.
 - Examples include, but are not limited to:

- Recorded presentations, such as slideshows or videos
 - Discussion Boards
 - Social Media Groups
 - Collaborative Documents
 - Fitness and Physical Education Lessons (up to 30 min per day for elementary)
 - Read Fresno: All students are expected to read a book (challenging text) with student choice for at least 30 minutes a day. For elementary students, this is a required component of their daily reading. For secondary students, the reading is part of the on-going assignments and students are encouraged to select additional reading.
- Class Assignments: Assignments given to students as part of the class curriculum.

Assigned work is a component of Tier 1 and Tier 2 instruction, as is the feedback that students receive from their work.

- Independent work: Work assigned by the teacher that students complete on their own
- Peer Collaboration: Students working together on an assigned task
- Differentiated Support: While some students are completing assigned work, teachers may be working with other students, either individually or in small groups, to ensure that all learning needs are met. This includes meeting the needs of English Language Learners and students who receive Special Education supports.

Daily School Staff Provided Student Support

Health Tier: All Tiers

Frequency: Daily

Day: Daily

Length: Varies based on site schedule

Time Slot: Immediately following Live Instruction

School-wide Small Group Student Supports (MTSS): This time is dedicated for Tier 2 and Tier 3 student supports, beyond the minimum instructional minutes required for all students.

Schoolwide Staff Support time does not include all students, every day. Rather, this is dedicated time within the schedule where school staff (counselors, school social workers, psychologists, special education support providers, TSAs, administrators, etc.) will organize and provide specific academic and social emotional supports to students.

Multi-Tiered system of support (MTSS) is a comprehensive systemic approach to teaching and learning for both academic and social emotional:

- Tier 1 – Effective, standards-based, high quality and culturally relevant instruction for ALL students.
- Tier 2 – Targeted small group interventions that SOME students receive in addition to Tier 1 instruction.

- Tier 3 – Intensive individualize instruction and intervention, which is designed to serve only a FEW students based on their individual needs.
*These supports extend until 4:00 each day, which included tutorial.

Enrichment: This time is designed to give students the opportunity to try new things and explore and develop interests outside of the classroom. (arts, music, language, coding, dance, young scholars, math, kids invent, etc)

*These supports extend until 4:00pm each day.

Ed code 45503 defines daily live interaction as ‘two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers.’

Ed Code 43504(e) states that each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Ed Code 43409(f) states that, as part of the distance learning plans that must be submitted, districts must describe “how they will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.”

Ed Code 43409(f) also states that Districts must outline ‘what additional supports for pupils with unique needs will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided.’

Common Definitions

The definitions below are designed to provide a common understanding of the various models of learning and their unique distinctions and to avoid the common misconception of applying terms interchangeably. It is important to note that not all distance learning requirements outlined in statute are included in this document. Readers should consider CDE Frequently Asked Questions (FAQs) and additional guidance documents as they plan for and engage in distance learning during the 2020-21 school year to ensure all requirements are met.

Distance Learning: Instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include but is not limited to all the following:

- Interaction, instruction, and check-in between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, tele-courses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback. (EC 43500(a))

The below terms are to discuss ways in which LEAs offer high-quality distance learning in accordance with EC Section 43503.

In-Person Instruction. Instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil

Synchronous Learning. Synchronous learning takes place in “real-time,” with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible.

Asynchronous Learning. Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time.

Time Value. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product.

Simultaneous Teaching and Learning – Instruction in which students are both live in person and in distance in the same class at the same time.

INSTRUCTIONAL MINUTES

Minimum Instructional Minutes (State of California Ed Code 43501), regardless of Tier color or learning format:

K: 180

1-3: 230

4-12: 240

Live instruction is required daily (no minimum # of minutes); 180 instructional days required.

Total minutes can be a combination of synchronous & asynchronous time.

Teachers must certify attendance for synchronous & certify minutes of asynchronous work assigned, toward the daily minimum totals.

Instructional Minutes Calculation:

Combination of synchronous (live-instruction), asynchronous (work completed on student's pace), and "time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document."