



Elementary Distance Learning Plan Overview

Pomona Unified and the department of Educational Services are fully committed to the support and success of teachers and students as we experience the move into this 21st Century learning model together. As we explore what the schedule and experience will be, we are mindful of the fact that both students and teachers have varying technological skill levels. We are here to walk you through whatever you need, every step of the way.

Below are the schedules and samples for the implementation of PUSD's Elementary Distance Learning Model. We recommend phasing in different types of instructional technology tools, programs, and strategies to accommodate for the varying levels of experience and expertise.

The expectation is for students to be formally engaged in Distance Learning starting **April 6, 2020**. Research has shown that the best kind of Distance Learning activities should achieve or involve the following:

- enhance learning
- align to grade level standards
- prepare students to return to school
- help students improve their skills

Students will not be penalized for work submitted. **This endeavor is for students to improve their current skill level and continue with their learning by engaging in learning activities.**

Implementation Phases and Support

In order to support teachers and students as we engage in distance learning, we suggest the following phased approach.

Phase	Topic	Focus	Rationale
1	Personalized Learning Programs (ie: Smarty Ants, Achieve 3000)	<ul style="list-style-type: none">● Assist students in logging in using Clever and other methods.● Set student expectations as to usage and achievement.	<ul style="list-style-type: none">● Provide instruction at the students level.● Allows for common data that can be used to inform instruction upon the return to school
2	Enrichment and Grade Level Curriculum	<ul style="list-style-type: none">● Use district or self-developed lessons/hyperdocs● Teachers have flexibility in their choice of engagement (Google classroom, Zoom, Seesaw, Phone etc.)● If the teacher has not successfully contacted all parents/students, sites will need to develop a reference guide of teacher class codes for centralized tech support by front office.	<ul style="list-style-type: none">● Interact with students in a meaningful way● Provide continuity of learning for all students

Instructional Program Guidelines



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- All teachers will provide opportunities for **daily engagement (Monday through Thursday)** in the learning process.
- Teachers will make weekly contact with students using the various mediums of communication (ex. Zoom, email, calls). Teachers will use their professional judgement to adjust or increase the contact for students demonstrating the most need.
- Lessons in ELA and mathematics should be focused on standards that have already been introduced up to March 13th. For ELA, Benchmark Advance introduces most standards by unit 7. Units 8 through 10 are intended as a review of all grade level standards that were taught in Units 1-7.
- The instructional/office hours window for teachers is Monday through Thursday between 9:30 am to 1:30pm. This does not require teachers and students to be online for the entire time, but serves as a window where teachers can schedule their interactions with students using the selected platform/medium. Instructional time should not exceed times below. Teachers may adjust times based on grade level and instructional needs.
 - ELA: 120-160 minutes per week
 - Math: 120-160 minutes per week
 - Integrated Experience 30-60 minutes per week
 - Physical Education and VAPA lessons will be made available to teachers and students.
 - Office Hours can be scheduled as needed within the instructional window.

Teacher Planning and Support

- Wednesdays after 1:30pm are reserved individual teacher planning.
- Late Start Friday may be held weekly within the 8-10am window. Meetings should not exceed 1 hour and 15 minutes. Teachers will be responsible for reviewing the content if they were not in attendance.
- Fridays from 10am -3pm will be focused on planning and/or teacher support. Academic Coaches and Teacher Specialists will provide content lessons in ELA and Math and will be available via Zoom to support teachers in their use. Teachers have the **option** of using the district developed lessons or use their own lessons. *Therefore this time may be used for planning individually, by grade level or with Academic Coaches/Teacher Specialists.*
- Principals may call a staff meeting in the event a time sensitive issue arises. These meetings should be recorded and made available to staff. Teachers will be responsible for reviewing the content if they were not in attendance.

General Teacher Schedule



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This schedule outlines the general time frames for teachers in a typical week during the closure.

Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Window 9:30am-1:30pm	Instructional Window 9:30am-1:30pm	Instructional Window 9:30am-1:30pm	Instructional Window 9:30am-1:30pm	8-10am Late Start Friday Window
2-3:00pm Teacher Planning (Individual, Collaborative, or with TS/AC)	2-3:00pm Teacher Planning (Individual, Collaborative, or with TS/AC)	1:45-3:00pm Teacher Planning Time	2-3:00pm Teacher Planning (Individual, Collaborative, or with TS/AC)	10am-3:00pm Teacher Planning (Individual, Collaborative, or with TS/AC)

Professional Learning Community (PLC) and Site Learning Team (SLT) Guidance

- Grade level teams will decide on time for PLC and SLT
- Zoom Conference is recommended for PLC/SLT (link to zoom training)
- Site based Literacy/Academic Coaches will be available to their assigned sites on Monday, Tuesday, and Thursday in the afternoon by request of the individual teacher, grade level team or site wide.
- Literacy Coaches will provide 2 grade level specific sessions on Fridays for teachers who choose to use the district-created resources.
- Support staff attends (Content TS or Ed Tech TS) as available to answer questions and assess PD needs of grade level
- Recommend that the grade level team participates in Friday content support meetings as needed to familiarize themselves with google content

Sample Elementary Schedule



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The samples below are a guide and will need to be adjusted depending on the grade level recommended times. As shown in the 2 samples below, teachers have the flexibility to adjust the schedule based on the needs of the class. Schedules may vary significantly based on student/instructional needs.

SAMPLE #1 Elementary Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:10am ELA	9:30-10:10am ELA	9:30-10:10am ELA	9:30-10:10am ELA	
11-11:40am Math	11-11:40am Math	11-11:40am Math	11-11:40am Math	
1-1:30-Office Hours	1-1:30-Office Hours	1-1:30-Office Hours	1-1:30-Office Hours	

SAMPLE #2 Elementary Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:30am ELA	9:30-10:30am Math	9:30-10:30am ELA	9:30-10:30am Math	
12-1:00-Office Hours	12-1:00-Office Hours	12-1:00-Office Hours	12-1:00-Office Hours	

Personalized Learning Platforms Suggested Student Times by Grade Spans

TK	Grades K-2	Grades 3-6
Personalized Learning ELA SmartyAnts- 15 Min Imagine Learning 15 Min Footsteps to Brilliance- 15 Minutes Math Zearn (Kinder) - 15 minutes	Personalized Learning ELA SmartyAnts- 30 Min Imagine Learning 20 Min Math Zearn/Eureka 30 Min Edge/Imagine Math 30 Min	Personalized Learning ELA Achieve 3000- 30 Min Imagine Learning 20 Min Math Zearn/Eureka 30 Min Edge/Imagine Math 30 Min

★ Personalized learning platforms are not limited to those in the sample above. Sites may use programs for which they have licensing rights.

Recommended Daily Academic and Social Emotional Support Schedule:

[Link to Elementary Counselor Contact Information](#)



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Monday	Tuesday	Wednesday	Thursday	Friday
Elementary SEL Counseling Support	Elementary SEL Counseling Support	Elementary SEL Counseling Support	Elementary SEL Counseling Support	Elementary SEL Counseling Support
8:00 - 3:00	8:00 - 3:00	8:00 - 3:00	8:00 - 3:00	8:00 - 3:00
Sites will create a daily student support schedule based on their staffing resources and communicate to students and family.	Sites will create a daily student support schedule based on their staffing resources and communicate to students and family.	Sites will create a daily student support schedule based on their staffing resources and communicate to students and family.	Sites will create a daily student support schedule based on their staffing resources and communicate to students and family.	Sites will create a daily student support schedule based on their staffing resources and communicate to students and family.

Academic, Behavioral and Social Emotional Support System Wide

PBIS & SEL

Ashley Hedrick ashley.hedrick@pusd.org

Sharon Pon sharon.pon@pusd.org

- SEL [Google Classroom](#) with resources (Classroom Code: 2vdi52o)
- Zoom video conferencing
- Ongoing professional learning
- SEL support requests (Community circles, check & connect, mindfulness, etc.)

PBIS Site Coaches & Site Teams

- Site leads will continue to support the school site in implementing distance SEL & PBIS expectations, routines and supports.

Academic and Social Emotional Support Partners and Services

Just Us 4 Youth

Students and their parents can find information and sign up for services below through our website

[JustUs4Youth](#)

Digital mentoring by appointment (On-Point)

Digital restorative circles (On-Point)

Digital tutoring - K.E.E.P (Knowledge, Education, Empowerment & Possibilities)



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Digital parent groups - T.R.E.E (Training, Resourcing, Educating & Empowering parents)
 Digital drug & alcohol support groups (PAC'D)
 Mentoring experiences with no more than 10 individual (Connect)

Suggested Content Material, Resources and Support

<u>ELA District Google Classrooms for Elementary</u>			
<u>Grade Level</u>	<u>Literacy Coach(es)</u>	<u>Google Class Code</u>	<u>Zoom Support Schedule</u>
<u>Kinder</u>	Anna Daniel Veronica Cervantes Karina Thomas-Ulrich	<u>kjjsiy</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>
<u>Grade 1</u>	Angelica Garcia Carla Simpson	<u>h56rhkt</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>
<u>Grade 2</u>	Adriana Villalobos Jenny Vargas Wanda Hernandez	<u>ekhwpz</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>
<u>Grade 3</u>	Rachel Grossman Renee Brazil	<u>5t6rx7r</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>
<u>Grade 4</u>	Joyce Diaz Photini Magaziotis	<u>k3a444h</u>	<u>10:30 & 12:00</u> <u>Zook Link:</u>
<u>Grade 5</u>	Denise Dunn Megan Samiengo Vanessa Harrison	<u>svbl65v</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>
<u>Grade 6</u>	Denise Dunn Kimberly Eddings Vanessa Harrison	<u>ibzkng5</u>	<u>10:30 & 12:00</u> <u>Zoom Link:</u>

English Language-Arts Teacher Support: Rebecca Stabler Rebecca.Stabler@pusd.org Sharon Pon Sharon.Pon@pusd.org	English Language Development Teacher Support: Julie Pantoja Julieta.Pantoja@pusd.org Jody Britten Jody.Britten@pusd.org
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<ul style="list-style-type: none"> Benchmark (K-6) ELA- Content can be accessed through pomona.benchmarkadvance.com DBQ Literature Online (Check with Delbert.Duckins@pusd.org for log-in information) Read 180 and System 44 for Intervention Reading, Study Skills, and ELD classes along with teacher materials Courses built out in EdCaliber LACOE eLibrary Services (eLS) is offering free student access to our Sora ebook platform through July 31, 2020 <ul style="list-style-type: none"> For student access, please contact eLibrary Services by email at els@laoe.edu (or hit reply to this email) and tell us your name, your school, and the grade level(s) you teach. eLS will follow up with an email detailing next steps to get your student accounts. 	<ul style="list-style-type: none"> Support for students designated as English Learners will be provided via online resources and remote learning sessions provided by teachers. Imagine Learning is an online platform that is designed to provide individualized learning around reading and foundational literacy skills. At the secondary level ELD Courses will continue to be provided via a student's enrollment in an ELD Course.
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<u>Math District Google Classrooms for Elementary</u>			
<u>Grade Level</u>	<u>Literacy Coaches</u>	<u>Google Classroom Code</u>	<u>Zoom Support Schedule</u>
Grades (K-6)	Grace Greenleaf Dana El-Mahmoud	aha3t54	10:30 & 12:00 <u>Zoom Link:</u>

Mathematics Teacher Support: Grace Greenleaf - grace.greeleaf@pusd.org Dana El-Mahmoud - dana.El-Mahmoud@pusd.org	Science Teacher Support: Bridget Gardea - bridget.gardea@pusd.org Jamie.Santana - jamie.santana@pusd.org Paula Richards - paula.richards@pusd.org Melanie Alvarez - melanie.alvarez@pusd.org
<ul style="list-style-type: none"> K-5th Grade Eureka Mathematics- Content can be accessed through Great Minds Zearn Embarc <ul style="list-style-type: none"> Other programs to use: ADAM/Edge Math Playground 6-8th Grade Eureka Mathematics- Content can be accessed and uploaded to Google Classroom through Great Minds Pacing Guides EdPuzzle Adam/Edge 	<ul style="list-style-type: none"> Google Classroom <ul style="list-style-type: none"> Secondary Science code sqlkly7 Middle School Science Code u25mfb2 STEMscopes supplementary curriculum Gizmos online simulations CK-12 https://www.sciencedaily.com*



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<ul style="list-style-type: none"> • Khan Academy (6th-8th) • https://www.khanacademy.org/ • Math Playground 	
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<p align="center">History-Social Science</p> <p align="center">Teacher Support: Delbert Duckins - delbert.duckins@pusd.org</p>	<p align="center">Educational Technology Support</p>
<ul style="list-style-type: none"> • DBQ Online • Achieve 3000 (supplemental) • Annenberg Learner • Common Sense Education 	<ul style="list-style-type: none"> • Sabrina Jordan-Ortega sabrina.Jordan-Ortega@pusd.org • Michael Dyer michael.dyer@pusd.org • Genae Fernandez genae.fernandez@pusd.org • Rebecca Becerra (K-8s) rebecca.becerra@pusd.org

<p align="center">Physical Education</p> <p align="center">Teacher Support: Judy Holroyd - judith.holroyd@pusd.org</p>	<p align="center">VAPA</p> <p align="center">Teacher Support: Vicki Tessier - vicki.tessier@pusd.org</p>
<ul style="list-style-type: none"> • COVID-19 RESOURCES FOR PHYSICAL EDUCATION – SECONDARY 	<ul style="list-style-type: none"> • Resources for THE ARTS Classrooms

<p align="center">The AVID Elective Class</p> <p align="center">Teacher Support: Delbert Duckins - Delbert.Duckins@pusd.org Ashlee Peters - Ashlee.Peters@pusd.org</p>	<p align="center">Special Education Support</p>
<ul style="list-style-type: none"> • Lessons from Weeks at a Glance • Lessons from AVID Weekly • Tutorials On-Line (Zoom Conference Recommended) • <u>Suggest open “points of confusion” following the Collaborative Study Group more flexible method</u> 	<p>Silvia Grelling silvia.grelling@pusd.org - Program Administrator</p> <p>Program Specialists-</p> <ul style="list-style-type: none"> • Catalina Lacrue (catalina.lacrue@pusd.org) Harrison, San Jose • Shea Estrada (shea.estrada@pusd.org) : Lexington, Vejar



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Stay Tuned!!! [PUSD AVID](#) Newsletter To Follow
(Distance Learning Edition)

- Irishia Williams (irishia.williams@pusd.org) ;, Cortez
- Edilia Fausto-Robles (edilia.fausto@pusd.org)

Online Professional Development Offerings:

Content teacher specialist support teachers and support staff (i.e. TTL, TOA, Resource Teachers, Grade Level Leads) as needed and requested.

- [Google Classroom](#) - Supported by TTL's/Ed Tech
- [Zoom](#) - Supported by TTL's/Ed Tech
- Developing Engaging Online Material- Supported Ed Tech & Content TS's
 - Ed Puzzle
 - SeeSaw
 - Peardeck
 - Flipgrid
- Building an Online Community- Supported by Content TS's
- Providing Online Feedback- Supported by Content TS's
- Meeting the needs of English Learners- Supported by Content TS's

Elementary Announcements

Suspending **ALL** [\(CAASPP\) testing](#)

Suspending Summative *English Language Proficiency Assessments for California* [\(ELPAC\)](#)

Placing the [Physical Fitness Test](#) on **hold** until students return to school.

Guidance for Parent/Guardian Feedback

- If a parent or guardian has a question for a staff member, please email the individual and the staff member will respond to your question within 24 hours, Monday through Friday.
- Provide weekly updates to parents and guardians via school website and other social media outlets.
- Create a forum or opportunity for parents to provide feedback on how distant learning and information sharing is working for them.

Frequently Asked Questions (FAQ)

- I'm not comfortable with using the suggested content online or the online tools, what resources are available to support me?
 - [Contact a Teacher Specialist](#)
 - [Special Education teachers-contact your Program Specialist:](#)
(See contact information above)



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- Do I have to complete report cards?
 - *LACOE and the CDE are currently discussing this. We are awaiting direction and will update you as soon as we know.*
- I have a student who has not responded to emails or phone calls. What do I do?
 - *Use some form of capturing communication to students.*
 - *Special Education teachers- please make sure to document your attempts, including the date/time and reason for each communication by either keeping a log or by using a conference verification form (SEIS document library).*
- I have a student who needs some additional social emotional support. What do I do?
 - *Provide students the daily schedule for Counseling Support and refer students to Patti Azevedo for urgent needs.*
 - *Special Education teachers- If a student currently receives counseling/guidance or ERICS services, please contact their service provider.*
- As a Special Education teacher, do I continue to update progress on goals during distance learning?
 - *Yes, Special Education teachers will continue to document student progress on goals to the extent feasible during distance learning.*
- Do I teach new content?
 - *Content is for enrichment purposes and should only improve students' grade(s). However, you can teach new content, as students will possibly need it to move to the next course.*
- Do I need to take attendance? (I know I need to do this in order to communicate with counselors which students do not attend class, or are not doing work to improve their grade).
 - *Attendance does not need to be reported. However teachers are expected to track student participation. Most online platforms allow the host to generate reports of participant logins and assignments submitted that can be shared with others. Google Classroom can be used as a central location to post a Google Form/Exit Ticket/Question, etc. that can be used for attendance.*
- How can I get technical help?
 - *Call the District Helpline number remote technical support: (909) 397-4800 ext. 23780*

Resources for Principals:

[Department Google Form](#)

[Office Hours Sign Up Form](#)



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[Exit Ticket For Students](#)