



Official Communication

Dr. Ward Andrus, Superintendent
Central Union High School District

Adjustments to the Weekly and Daily Schedule Beginning September 21, 2020

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Rationale for an Adjustment

The District's current daily and weekly schedules were designed in the early summer months of 2020 to quickly return to in-person instruction in the early weeks of the Fall Semester. They were not designed for a long period of Distance Learning. Our conditions indicate that we are likely to remain in Distance Learning for the duration of the Fall Semester.

After 24 days of instruction, we have gathered survey data from parents, students and teachers. Indications are that the current daily and weekly schedule may only be working for some groups of students with very rigorous course loads. Furthermore, some students are spending six (6) hours in class video calls and another four to five (4-5) hours of homework. The amount of screen time has dramatically increased. We believe this has a negative impact on learning and social-emotional well-being.

The 1st Quarter Progress grades show a higher number of D and F grades than when school is in-person attendance. The number of students with Ds and Fs has not dramatically increased, but the total number of low grades has increased. This indicates that students that usually struggle with school, are struggling even more.

There are inconsistencies in teachers' regular video conference interactions (Google Meet/Zoom) across all schools and many courses. That leads to student confusion on whether there is a video conference (Google Meet/Zoom) happening, when and how to get there.

The current daily and weekly schedules do not provide dedicated time to targeted interventions. Interventions (supports) are needed for not only struggling learners but, high achieving students.

For the 2020-2021 school year, the State of California mandated that teachers report "Weekly Engagement" on each student, each school day and that is reported to school offices each week. This requirement is in addition to daily attendance, and grades that are reported in Aeries.

Purpose of the Adjustment

The purpose of the adjustment is to maximize instructional time while also providing structures for daily live interaction and dedicate time for targeted intervention. *The updated schedules are only for the time schools are in the Distance Learning model.*

What are the Key Changes to the Weekly Schedule

1. The schedule will be the same daily schedule during all school days, Monday-Friday.
2. Reduce the number of minutes per class from 60 down to 40 minutes per class. (DOHS and PRHS are slightly different)
3. Tuesday, Wednesday and Thursday will have dedicated blocks of time where teachers will host intervention sessions for struggling students after the regular school day.
4. Teachers not scheduled in those specific blocks of time, will be able to follow up with individual or small groups of students.
5. Friday afternoons will be reserved for teachers to complete reports, grades, communications with students and parents, and follow up with individual students.

What are the Key Changes to the Daily Schedule

Teachers will host a daily live video call during the first twenty (20) minutes minimum of each class*.

- This live video call (Google Meet) is to provide direct instruction, provide guided practice, give directions and support learning. This is also to build relationships and develop connections to school.
- The video call may last longer than 20 minutes, but no longer than the scheduled class.
- If the instruction does not last the full 20 minutes, the students may leave the call. However, the teacher will keep the video call open in the event a student returns for additional questions. It is recommended to leave the Google Meet session open for the entire period.

* With rare exception, and approval from the school principal, the 20-minute video call may occur later in the period based on the lesson design. Such modifications will be communicated in advance and video call information readily available in the teacher's Google Classroom page.

What can students and parents count on:

1. Daily live video call interaction with all teachers for at least 20 minutes each class period every day.
2. Less screen time during the regular school day.
3. Dedicated time for targeted intervention and access to support.
4. Consistency across the schools and courses for video conference (Google Meet/Zoom) time.

School Schedules and Afternoon Supports

School have slightly different schedules; however, the basic premise of shortened periods and structured afternoons for interventions and support is provided for all students. When teachers are not scheduled for interventions, they are able to complete reports, conduct planning, providing individual and small group support, conduct student outreach and communicate with students and families.

Central Union and Southwest High Schools

2020-2021 All Students in Full Distance Learning						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	7:55	0 Period				
8:00	8:40	1 st Period				
8:45	9:25	2 nd Period				
9:30	10:10	3 rd Period				
10:10	10:25	Mid-morning Break				
10:25	11:05	4 th /5 th Period				
11:10	11:50	6 th Period				
11:55	12:35	7 th Period				
12:40	1:20	8 th Period				
		Make it Happen Monday	Interventions, Support and Outreach	Interventions, Support and Outreach	Interventions, Supports and Outreach	Follow Up Friday
		District, Site and Content planning teams, Professional Development	English Support 1:20-2:15	Science Support 1:20-2:15	Electives Support 1:20-2:15	Attendance, grades and engagement records keeping, individual follow up and outreach
		1:20-3:10	Social Science 2:15-3:10	Math Support 2:15-3:10	World Language Support 2:15-3:10	1:00-3:00
Note: 8 th period teachers on Flex schedules will provide Outreach and Support from 2:00 to 4:00 PM						
Note: Special Education will use afternoons for student support, IEPs and Assessments						

Desert Oasis High School

2020-2021 All Students in Full Distance Learning						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:38	1 st Period				
8:43	9:21	2 nd Period				
9:26	10:04	3 rd Period				
10:09	10:47	4 th Period				
10:52	11:30	5 th Period				
11:35	12:19	6 th Period				
		Make it Happen Monday	Interventions, Support and Outreach	Interventions, Support and Outreach	Interventions, Supports and Outreach	Follow Up Friday
		District, Site and Content planning teams, Professional Development	English Support 1:20-2:15	Science Support 1:20-2:15	Electives Support 1:20-2:15	Attendance, grades and engagement records keeping, individual follow up and outreach
		1:25-3:15	Social Science 2:15-3:10	Math Support 2:15-3:10	SEL 2:15-3:10	1:00-3:00

Note: Special Education will use afternoons for student support, IEPs and Assessments

Phoenix Rising High School

2020-2021 All Students in Full Distance Learning						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:38	1 st Period				
8:43	9:21	2 nd Period				
9:26	10:04	3 rd Period				
10:09	10:47	4 th Period				
10:52	11:30	5 th Period				
11:35	12:19	6 th Period				
12:24	1:02	7 th Period				
		Make it Happen Monday	Interventions, Support and Outreach	Interventions, Support and Outreach	Interventions, Supports and Outreach	Follow Up Friday
		District, Site and Content planning teams, Professional Development	English Support 1:30-2:30	Science Support 1:30-2:30	Electives Support 1:30-2:30	Attendance, grades and engagement records keeping, individual follow up and outreach
		1:25-3:15	Social Science 2:30-3:30	Math Support 2:30-3:30	SEL Support 2:30-3:30	1:00-3:00

Note: Special Education will use afternoons for student support, IEPs and Assessments