

Frequently Asked Questions (FAQ)
for Parents
Regarding Distance Learning
As of December 5, 2020

These FAQs will be updated as new information becomes available. The Long Beach Unified School District (LBUSD) is working with community partners to address these challenges and to keep you updated.

The topics below were discussed extensively at the Community Education Forum on December 5, 2020:

English		Spanish		Khmer	
Video	Slides	Video	Slides	Video	Slides

Access to Distance Learning	
What student groups are not consistently accessing distance learning and what can we do to improve access?	Students not consistently accessing distance learning are reflected in the attendance data below. District and school site level efforts to improve attendance and access include, but are not limited to: reaching out to individual families via US mail, phone calls, email, and home visits.

Number/percentages of students who consistently log into distance learning platforms during synchronous instruction (disaggregated by race/ethnicity, special education, foster youth status, English learner status, homeless youth status, and low-income status)?

For transitional kindergarten (TK) through 5th grade, the district synchronous attendance rate is 94.8% and the asynchronous attendance rate is 0.4%. For 6th grade through 12th grade, the district synchronous attendance rate is 86.9% and the asynchronous attendance rate is 0.8%.

Below are breakdowns by subgroup. Please note the following acronyms:

- English Learner (EL)
- Reclassified Fluent English Proficient (RFEP)
- Resource Specialist Program (RSP)
- Socioeconomic Status (SES)
- Transitional Kindergarten (TK)

TK - 5th Grade

Subgroup	Asynchronous	Synchronous
All Students	0.4%	94.8%
African American	0.6%	91.2%
Asian	0.3%	96.7%
Cambodian	0.4%	96.1%
Filipino	0.3%	98.2%
Hispanic	0.4%	94.5%
Pacific Islander	0.4%	93.1%
White	0.6%	97.3%
English Learner	0.4%	93.9%
EL + RFEP	0.3%	94.8%
Homeless / Foster	0.2%	91.7%
Low SES	0.2%	94.6%

6th - 12th Grade

Subgroup	Asynchronous	Synchronous
All Students	0.8%	86.9%

	<table border="1" data-bbox="609 168 1421 892"> <tr><td>African American</td><td>1.1%</td><td>82.7%</td></tr> <tr><td>Asian</td><td>0.5%</td><td>91.5%</td></tr> <tr><td>Cambodian</td><td>0.5%</td><td>88.8%</td></tr> <tr><td>Filipino</td><td>0.4%</td><td>95.3%</td></tr> <tr><td>Hispanic</td><td>0.9%</td><td>85.2%</td></tr> <tr><td>Pacific Islander</td><td>0.9%</td><td>83.6%</td></tr> <tr><td>White</td><td>0.6%</td><td>93.4%</td></tr> <tr><td>English Learner</td><td>1.0%</td><td>78.9%</td></tr> <tr><td>EL + RFEP</td><td>0.9%</td><td>84.5%</td></tr> <tr><td>Homeless / Foster</td><td>1.3%</td><td>79.7%</td></tr> <tr><td>Low SES</td><td>0.5%</td><td>85.6%</td></tr> <tr><td>Special Ed Speech / RSP</td><td>0.5%</td><td>83.7%</td></tr> </table> <p data-bbox="609 966 1421 1081">To better understand how attendance is counted during distance learning, please refer to the following document: Attendance During Distance Learning.</p>	African American	1.1%	82.7%	Asian	0.5%	91.5%	Cambodian	0.5%	88.8%	Filipino	0.4%	95.3%	Hispanic	0.9%	85.2%	Pacific Islander	0.9%	83.6%	White	0.6%	93.4%	English Learner	1.0%	78.9%	EL + RFEP	0.9%	84.5%	Homeless / Foster	1.3%	79.7%	Low SES	0.5%	85.6%	Special Ed Speech / RSP	0.5%	83.7%
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<p data-bbox="203 1144 576 1396">Number/percentages of students who consistently complete assignments during synchronous and asynchronous instruction (disaggregated by the same groups as above)</p>	<p data-bbox="609 1144 1421 1291">Teachers maintain records on students who consistently complete assignments during synchronous and asynchronous instruction. Please contact your school site for specific information regarding your child.</p>																																				
<p data-bbox="203 1428 576 1648">What percentage of students consistently cannot log on due to technical difficulties? (disaggregated by same groups as above)</p>	<p data-bbox="609 1428 1421 1606">As of December 5th, student connectivity has increased steadily throughout the school year. About 0.51% of transitional kindergarten through 5th grade students are reporting login issues, with all groups falling between 0.2% and 1.2%.</p> <table border="1" data-bbox="609 1648 1421 1890"> <thead> <tr> <th data-bbox="609 1648 982 1711">Subgroup</th> <th data-bbox="982 1648 1421 1711">Technical Issues to Log On</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 1711 982 1774">All Students</td> <td data-bbox="982 1711 1421 1774">0.85%</td> </tr> <tr> <td data-bbox="609 1774 982 1837">African American</td> <td data-bbox="982 1774 1421 1837">1.03%</td> </tr> <tr> <td data-bbox="609 1837 982 1890">Asian</td> <td data-bbox="982 1837 1421 1890">0.37%</td> </tr> </tbody> </table>	Subgroup	Technical Issues to Log On	All Students	0.85%	African American	1.03%	Asian	0.37%																												
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<p>What trends has the district seen in terms of students logging off after lunch?</p>	<p>As of December 5th, LBUSD has generally seen attendance problems increase from 5.5% to 7.5% after students log off for lunch.</p>																				
<p>What are the grading policies for students who have not been able to log into online learning due to technical difficulties?</p>	<p>The following documents explain LBUSD’s guidelines for grading in an online environment:</p> <ul style="list-style-type: none"> ● Grading for Equity - Board Presentation Slides ● LBUSD Equity Guidelines for Determining Grades, 2020-2021 																				
<p>How many families are still in need of (1) Chromebooks, (2) high-speed internet, and (3) headsets? What is the distribution process?</p>	<p>All Chromebooks, high-speed internet hotspots, and other instructional materials were distributed from school sites. Families with any instructional material needs should contact their school site directly.</p> <p>As of December 5th:</p> <ul style="list-style-type: none"> ● 6,223 hotspots have been checked out to LBUSD students. <ul style="list-style-type: none"> ○ 4,040 have not been turned on in the last 30 days. ● 22,815 Chromebooks have been checked out. ● All requests to sites for Chromebooks and hotspots have been filled, and LBUSD continues to fill hotspot requests as they come in. ● Schools may order headsets from the LBUSD Warehouse. 																				

- LBUSD has over 45,000 Chromebooks and 2,100 hotspots available.

How many tech calls have been received? What are the commonly reported challenges with technology that impacts a student’s ability to log on?

The following table summarizes the daily number of tech calls and email supports by commonly reported challenges as of December 5th:

Month	Chromebook / Hotspot Calls	Canvas / Zoom Emails
September	198	230
October	55	80
November	23	11

How are parents getting one-on-one tech support? What should parents do if the helpline is referring them to the school site, but the school site has told them to call the helpline?

LBUSD has organized a tiered approach to technical support for families. Schools are always the first tier of the support model, and parents should always contact their school first for any issue. If schools are unable to resolve an issue, parents are referred to one of several teams specializing in their issue.

Access to Tutoring and Additional Supports

How can we ensure that students with the greatest needs have access to tutoring and additional support during the pandemic to minimize learning loss?

Teachers have been gathering formative assessment data (both academic and social-emotional), and they held Fall Conferences in November with all parents/guardians to discuss next steps in support of student growth.

What have assessments revealed thus far about what student groups are the furthest behind?

The [Elementary Distance Learning model](#) establishes daily opportunities for teachers to provide interventions to small groups and/or individual students.

How many students are receiving tutoring in each of the forms that are described in the Learning Continuity and Attendance Plan (disaggregated by the same groups as above)?

School sites maintain records regarding the individual needs of students to determine interventions. These interventions, including tutoring, Saturday School, and other programs, are monitored by site personnel. Please contact your school site if you are interested in learning more about specific intervention supports.

In addition, as of December 5th, the WRAP expanded

	<p>learning program had an assigned college student aide who focused on tutoring at 16 school sites. Approximately 291 students had an opportunity to receive services from these aides.</p>
<p>What targeted tutoring interventions are available for students with unique needs? What is the eligibility for tutoring?</p>	<p>Elementary Schools Interventions</p> <ul style="list-style-type: none"> ● Teachers on Special Assignment (TOSAs) have been providing 1:1 and small group interventions throughout the Fall trimester. ● All Title I schools will be offering after-school tutoring and/or Saturday School in Winter (January-February) and Spring (March-May) sessions for students in grades 1-5 who are not meeting grade-level standards. <p>Middle / K-8 Schools Interventions</p> <p><u>Tier 1</u></p> <ul style="list-style-type: none"> ● Robust synchronous core program. ● Intervention courses as part of the Master schedule. <ul style="list-style-type: none"> ○ 83% of MS/K8 schools offer CCR, ELD, Math Development, and/or Writing courses. ● Scaled grading: 50% of teachers use scaled grading in middle school (6 sites over 80%). <p><u>Tiers 2/3</u></p> <ul style="list-style-type: none"> ● In-class small group work with a classroom teacher: 21 schools. ● In-class or small group support with a TOSA: 10 schools. ● Before-school or after-school tutoring: 12 schools. ● Lunchtime tutoring: 4 schools. ● Zero-period Newcomer Course: 5 Sections across 8 schools. <p>High Schools Interventions</p> <ul style="list-style-type: none"> ● Counselors, teachers, and administrators continue to make home visits. ● Teachers are available to students during conference periods, lunch, and before/after school. ● Targeted interventions are available for English

- learners and special education students after school.
- The Urban Math Collaborative is available at three school sites.
 - Designated tutoring/homework help by teachers and students.
 - At the end of the quarter, increased resources and supports will be deployed to students receiving D/F grades.

Additional Interventions

- WRAP is located at 56 sites, where 1,124 students are receiving virtual expanded learning opportunities, including homework help, as of December 5th.
- Of these 56 sites, 16 have an assigned college student aide who provides tutoring to 291 students.

WRAP Sites offering Tutoring			
Elementary		Secondary	
Birney	Roosevelt	Cabrillo	Hoover
Bixby	Smith	Franklin	Jefferson
Lincoln	Stevenson	Gompers	Keller
Madison	Whittier	Hamilton	Stevens

How can parents access tutoring this school year if they are not already?

Please contact your school site if you are interested in learning more about specific intervention supports, including tutoring and/or Saturday School.

For the WRAP expanded learning program, parents can sign up online at:

<https://www.lbschools.net/Departments/WRAP/virtual-wrap-2020-21.cfm>

If parents have any specific questions, they may contact the WRAP site director at their child’s school. See this link for contact information:

<https://www.lbschools.net/Departments/WRAP/sites.cfm>

Access to Mental Health Supports

How can LBUSD students and families receive the mental health support needed to deal with the increase in trauma since schools closed down as a result of COVID?

During distance learning, the Family Resource Center (FRC) staff members are providing services virtually on a computer and/or by phone. Students and their families who are enrolled in an FRC site have access to such services. The referral form can be found here:

https://www.lbschools.net/Departments/Student_Support_Services/frc.cfm

Non-FRC students and their families can use the mental health resources that are located on the LBUSD website:

https://www.lbschools.net/Departments/School_Support_Services/s-e-b-support.cfm

How are schools measuring/tracking how teachers are fostering a positive school culture with students in a virtual environment?

Teachers are supervised by either a principal or an assistant principal. Canvas classrooms are regularly visited by site administrators, who also provide feedback to teachers. In addition, classrooms are visited by central office staff on a regular basis. If there are commendations or concerns regarding a classroom, parents should reach out directly to the teacher first and then the site administrator.

Describe the role of counselors, social workers, psychologists, and nurses at school sites during distance learning and how they are performing their functions remotely. What is their caseload?

Social Workers

- Ensure students have appropriate technology/connectivity devices.
- Collaborate with school site staff/families to address attendance/distance learning barriers.
- Conduct home visits for unreachable families (e.g., attendance issues, etc.).
- Refer families to local resources/services (e.g., food donations, mental health, homework help).
- Inform LBUSD staff of new services/resources during distance learning.
- Promote and enroll foster youth to the Los Angeles County Office of Education (LACOE) virtual tutoring program.
- Collaborate with the Department of Children and Family Services (DCFS) and homeless shelters to support and address distance learning issues.
- Provide/deliver uniforms, school supplies, and gift cards for basic needs.

	<p>Counselors</p> <ul style="list-style-type: none"> ● Conduct social-emotional learning (SEL) lessons and student wellness check-ins. ● Participate in special education meetings [Individualized Educational Plans (IEP), 504, and Student Study Teams (SST)]. ● Provide crisis counseling/suicide assessments. ● Conduct home visits. ● Monitor attendance. ● Provide interventions for struggling students. ● Conduct parent conferences and graduation checks. ● Assist with college applications and financial aid applications. ● Provide basic needs and community referrals. <p>Nurses</p> <ul style="list-style-type: none"> ● Complete Health Assessments (in-person and record's review) for IEP re-evaluations and initials and attend meetings. ● Assist with 504 Plan accommodations. ● Conduct immunization follow-up and offer community resources as needed. ● Conduct follow-up on students with chronic health conditions. ● Assist with anything COVID-related on campus. <p>Psychologists</p> <ul style="list-style-type: none"> ● Conduct special education assessments. ● Attend IEP & SST meetings via Zoom. ● Conduct home visits. ● Conduct crisis counseling, as necessary.
Family Resource Centers (FRC)	
Who determines whether a student or family should be served by the school site staff, an FRC, or be referred to a partner	Any school staff can refer a student at any time. A student can self-refer if they are 12 years or older (per Family Code § 6924, “A minor who is 12 years of age or older may consent to mental health treatment”). A parent/guardian or community member can also refer a

<p>through the mental health collaborative?</p>	<p>student at any time.</p> <p>FRC staff members are trained in Multi-Tiered System of Support (MTSS) focused triage assessments and are thus able to determine the appropriate level of services. If the student meets the criteria for FRC services, then a case is opened. If the student needs more Tier 1 support, then there is a referral back to a school counselor. If the student needs Tier 3 services, then there is a referral to the School-Based Mental Health (SBMH) Collaborative.</p>										
<p>How many students have been referred to LBUSD's FRCs?</p>	<p>The following numbers are as of December 5th:</p> <table border="1" data-bbox="610 674 1417 978"> <thead> <tr> <th data-bbox="610 674 989 737">School Year</th> <th data-bbox="989 674 1417 737">Referred</th> </tr> </thead> <tbody> <tr> <td data-bbox="610 737 989 800">2018-19</td> <td data-bbox="989 737 1417 800">625</td> </tr> <tr> <td data-bbox="610 800 989 863">2019-20</td> <td data-bbox="989 800 1417 863">611</td> </tr> <tr> <td data-bbox="610 863 989 926">2020-21</td> <td data-bbox="989 863 1417 926">248</td> </tr> <tr> <td data-bbox="610 926 989 978">Total</td> <td data-bbox="989 926 1417 978">1,484</td> </tr> </tbody> </table>	School Year	Referred	2018-19	625	2019-20	611	2020-21	248	Total	1,484
School Year	Referred										
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Total	1,484										
<p>How many students have received counseling services at the FRCs this year (disaggregated by the same groups as above)?</p>	<p>As of December 5th, the number is 61.</p> <ul style="list-style-type: none"> ● 248 referrals have been received. ● 80 students are receiving counseling services from FRC staff. ● 14 parents/guardians have declined services. ● 23 have been referred to an SBMH partner or community agency. ● 91 are pending (need parent/guardian signatures). ● 306 parents/guardians have participated in a parent group. ● 22 hours have been devoted to supporting professional development for parents/guardians. ● 210 students have benefited from classroom presentations around coping skills. 										
<p>How can parents refer their children to FRC services?</p>	<p>Parents can complete a referral online, contact their child's school counselor, or contact FRC staff directly:</p> <p>https://www.lbschools.net/Departments/Student_Support_Services/frc.cfm</p>										

<p>What is the eligibility for FRC services?</p>	<p>Any student in need of short-term social, emotional, and behavioral health-related services by LBUSD school counselors/psychologists. Also, any LBUSD family in need of community resources. Examples of referrals and assistance may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Food/Clothing Resources ● Mental Health Referrals ● Family Assistance Programs ● Medi-Cal for Low Income/Uninsured ● Health Care Resources ● Immigration Information <p>For more information, visit:</p> <p>https://www.lbschools.net/Departments/Student_Support_Services/frc.cfm</p>
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School-Based Mental Health Collaborative (SBMH)

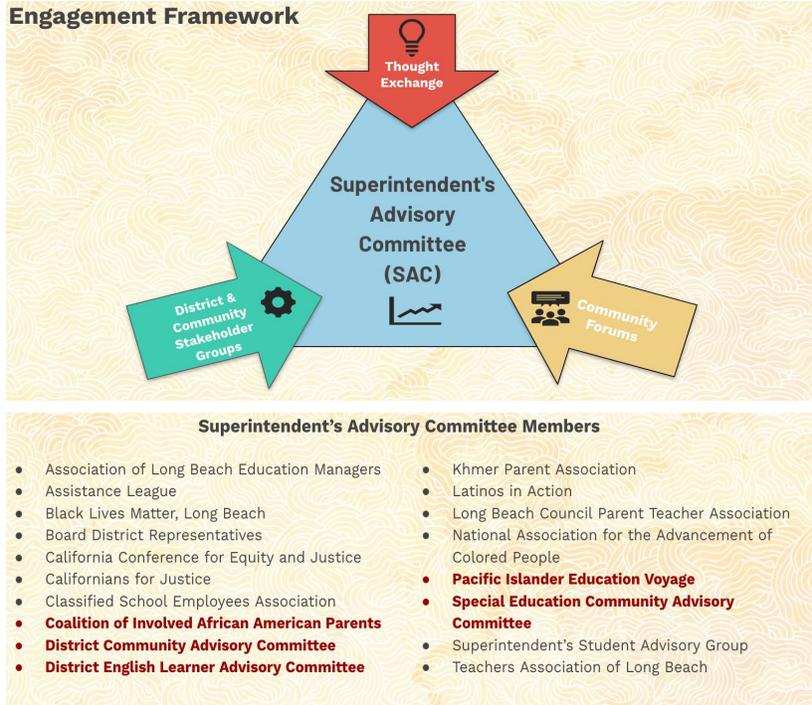
<p>How many students have been referred to School-Based Mental Health Collaborative services?</p>	<p>The following numbers are as of December 5th:</p> <table border="1" data-bbox="610 995 1419 1241"> <thead> <tr> <th>School Year</th> <th>FRC Direct Referral</th> <th>Districtwide</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>574</td> <td>1,339</td> </tr> <tr> <td>2019-20</td> <td>594</td> <td>1,318</td> </tr> <tr> <td>Total</td> <td>1,168</td> <td>2,657</td> </tr> </tbody> </table>	School Year	FRC Direct Referral	Districtwide	2018-19	574	1,339	2019-20	594	1,318	Total	1,168	2,657
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<p>How many students are receiving School-Based Mental Health Collaborative services (disaggregated by the same groups as above)?</p>	<p>The following numbers are as of December 5th:</p> <table border="1" data-bbox="610 1377 1419 1623"> <thead> <tr> <th>School Year</th> <th>FRC Direct Referral</th> <th>Districtwide</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>399</td> <td>914</td> </tr> <tr> <td>2019-20</td> <td>412</td> <td>897</td> </tr> <tr> <td>Total</td> <td>811</td> <td>1,811</td> </tr> </tbody> </table>	School Year	FRC Direct Referral	Districtwide	2018-19	399	914	2019-20	412	897	Total	811	1,811
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<p>What types of services are offered at the School-Based Mental Health Collaborative?</p>	<p>For more than a decade, LBUSD has worked in collaboration with the Department of Mental Health and six community mental health agencies to bring mental health services to schools. The collaborative makes services accessible to students and families who are experiencing emotionally or behaviorally challenging</p>
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	needs. To date, approximately 60 school sites are served by one of our partner community mental health agencies.
How can parents refer their children to the School-Based Mental Health Collaborative?	Parents/guardians can request a referral to their site’s SBMH provider by having a conversation with their child’s school counselor.
Parent Engagement	
How can parents be more meaningfully engaged as partners in their children’s education and in decision making at the school and district level?	<p>Meaningful engagement begins at the site level. Parents/guardians should communicate directly with their child’s teacher(s) on how they can best support their child’s specific educational needs. Other site staff (counselors, administrators, etc.) can also play an active role in fostering the home-school partnership. Parent University (see below) can help equip families with helpful resources that enhance this partnership.</p> <p>In terms of decision-making, parents/guardians are similarly advised to start at the site level. School site councils (SSCs) manage fiscal resources that are intended to address the unique needs of students there. Parents/guardians should check the school website or contact the site directly for the schedule of SSC meetings, which allot time for public comments. Those who wish to join the SSC (or advisory groups that provide recommendations to it, like the English Learner Advisory Committee) should also contact the site for details. The same goes for district stakeholder committees (e.g., the District Community Advisory Committee, the District English Learner Advisory Committee, etc.), as principals provide the names of site representatives for these entities.</p> <p>Additional details can be found in the “How to Get Involved in District and Site Decision-Making Processes” workshop at the October 20, 2018, Community Forum. This presentation is available online in English, Spanish, and Khmer.</p>
Describe each stakeholder group at LBUSD that is consulted on the budget, and each group’s role in shaping the budget.	The following “Engagement Framework” illustrates the way that LBUSD consults stakeholder groups on the budget and other important issues:

Provide a calendar for when these groups meet and explain how parents can join.

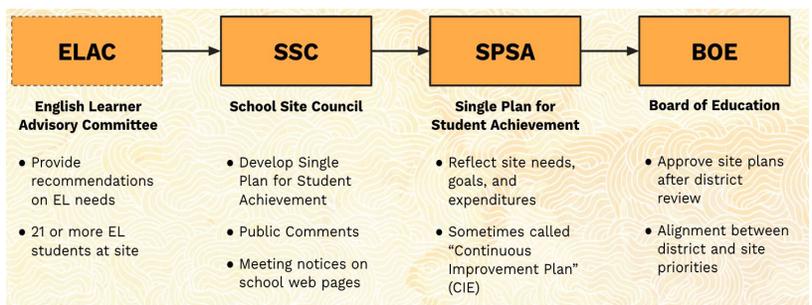


District parent committees are highlighted in red. Meeting dates are listed in the Parent University calendar at:

http://bit.ly/parent_university

Describe the role of school site parent committees and what decisions they are involved in making during the pandemic and how that connects to district-level decision making

The following flow chart illustrates the general roles of school-based entities in the development of the Single Plan for Student Achievement:



This process remains the same throughout the pandemic, although in a virtual setting. Additional information is available at:

https://www.lbschools.net/Departments/Parent_U/school_site_council.cfm

How can parents access training with Canvas and other platforms for online learning?

LBUSD has prepared the following resources to support parents with Canvas and other issues:

- [Canvas Parent Guide](#)
- [“Canvas 101 for Parents” Workshop](#)
- [Canvas Essential Skills for Parents](#)
- [Fall 2020 Canvas Series](#)

LBUSD provides frequent parent trainings on many topics of interest. See the Parent University [calendar](#) and [YouTube Channel](#).