

Findings from the Covid19 Family Survey and Scenarios for the Reopening of Schools

Raquel Jimenez

15 minutes

Family Survey & Input Sessions- Recommendation Themes

Distance Learning	Communication	Assessment	Fall Scenarios
1. 1:1 2. Small Group 3. Fewer and more consistent use of Ed Tech platforms	1. Student progress 2. Week at a glance 3. Grade level expectations 4. Language access	1. Measurement of learning loss and plan to address 2. No state test	1. Support for combination DL and in-person 2. Support for prioritizing subgroups 3. Less support for all DL

- 4,500 Families. Subgroups represented: 31% ELL, 5% Newcomer, 16% IEP
- Ethnicity: 32% Latino, 17% African American, 13% MultiRacial, 6% Asian, .8% Middle Eastern, .7% SEA, .5% PI, .4% Native .4% Filipino, 23% White

Family Experiences and Concerns - Equity Considerations

Equitable Access (Technology & Communication)	• Do families have access to the technology they need to access learning opportunities? • Do families receive adequate communication from their school to support their child at home with learning? • Did students have access to mental health supports during this stressful time to set them up for success with learning?
Student Learning	• How much time did students spend on distance learning and did that amount feel appropriate to families? • According to families, what were the most helpful methods of distance learning? • What distance learning supports did families have access to? Did this vary by subgroup?
Fall Scenario Planning	• About half of our families support the idea of prioritizing high need students for in-person learning. • About half of our families also support the idea of a blended learning model (part DL par in person instruction) • Fewer families, 39%, support 100% DL with no in-person instruction.

California Department of Education recommends reopening school
El Departamento de Educación de California recomienda reabrir la escuela

Alameda County recommends reopening school
El condado de Alameda recomienda reabrir la escuela

OUSD determines phase for reopening
OUSD determina la fase de reapertura

NO
Draft to Preliminary
Recommendations Only: Final
decisions are subject to labor
negotiations, budget limitations,
governmental regulations (i.e. health
and safety) and other constraints on
feasibility. / Borrador de
recomendaciones preliminares
solamente: las decisiones finales
están sujetas a negociaciones
laborales, limitaciones
presupuestarias, regulaciones
gubernamentales (es decir, salud y
seguridad) y otras limitaciones de
viabilidad.

Cases/Casos

PPE/EPP

Contact Tracing/
Seguimiento de contactos

Transportation
Capacity/ Capacidad

Distance

Distancia

Rising/ Creciente

inadequate/
insuficiente

inadequate/
insuficiente

<25%

Flat/Decreasing
Decreciente

No evidence of on-campus
transmission for 4 weeks

No hay evidencia de
transmisión en el campus
durante 4 semanas.

Adequate for # of
staff/students on
campus

Adecuado para # de
personal /
estudiantes en el
campus

Adequate for # of
staff/students on
campus

Adecuado para # de
personal /
estudiantes en el
campus

Adequate for # of
staff/students on
campus

Adecuado para # de
personal /
estudiantes en el
campus

NO NEW Cases/ NO
hay nuevos casos

100%

100%

100%

Pending Updated Labor Contracts

Phase 1

Phase 2

Phase 3

Full In Person/
todo en
persona

Special Education Recommendations/ Recomendaciones de educación especial

Pre-Phase One: Ask Teachers

Phase One:

Moderate-Intensive Programs (~625 school aged, 160 young adults)

Mental Health Programs (~250 kids)

Early Childhood Programs (~750 kids)

Phase Two: Students in mild-moderate self-contained settings

Phase Three: Students in resource and inclusion-based programs

Pre-Fase Uno: Pregunte a los maestros

Fase uno:

Programas moderados-intensivos (~ 625 en edad escolar, 160 adultos jóvenes)

Programas de salud mental (~ 250 niños)

Programas para la primera infancia (~ 750 niños)

Fase dos: estudiantes en entornos autónomos leves a moderados

Fase tres: estudiantes en programas basados en recursos e inclusión

Elementary Distance Learning Recommendation/ Recomendación de aprendizaje a distancia de la escuela primaria

Design	Content	Diseño	Contenido
• Weekly student learning outcomes • Links to OUSD Curriculum, platforms, assessments (materials distributed as well) • Lead teachers help create content • Teachers are freed up to do more small group and 1:1 instruction • Weekly Goals for Teachers, Schools, Families	• Daily Foundational Literacy (TK-2 for all, 3-5 for some) • Daily Reading/Writing/Discussion/ELD for ELLs • Daily Math • Social Studies and Science • Community meetings • P.E., Music, Art	• Objetivos de aprendizaje semanales • Enlaces al plan de estudios de OUSD, plataformas, evaluaciones (materiales distribuidos también) • Los maestros principales ayudan a crear contenido • Los maestros son liberados para hacer más grupos pequeños e instrucción 1: 1 • Metas semanales para maestros, escuelas, familias	• Alfabetización fundamental diaria (TK-2 para todos, 3-5 para algunos) • Lectura diaria / escritura / discusión/ Desarrollo de inglés para aprendices de inglés • Matemáticas diarias • Estudios sociales y ciencia • Reuniones comunitarias • P.E., Música, Arte

Secondary Recommendations/ Recomendaciones secundarias

Phase/Fase 1	Phase/Fase 2	Phase/Fase 3
Moderate/Severe Mental Health	Priority High Needs Students (Students in Transition, newcomers, foster youth, unhoused, students at risk of not graduating, etc.)	Additional High Need Students
Severo y moderado Salud mental	Alumnos con alta necesidad en áreas de prioridad (alumnos en transición, inmigrantes recién llegados, sin vivienda estable, en riesgo de no graduarse, etc.)	Estudiantes adicionales con alta necesidad

If the school has **Conditions to support health** and **No cases** on campus for at least the past 4 weeks, they can move into the next phase.

Si la escuela tiene condiciones para apoyar la salud y no hay casos en el campus durante al menos las últimas 4 semanas, pueden pasar a la siguiente fase.

Distance Learning Models/ Modelos de Aprendizaje a la Distancia

Traditional school structure:

- 6-8 periods
- Teachers have 100-150 contacts

Mini-mesters

- Fewer classes at a time
- Rotate classes at the end of a mini-mester
- Teachers and students have fewer contacts

Horario

tradicional

- 6-8 periodos
- Maestros tienen 100-150 contactos

“Mini-mestres”

- Menos cursos a la vez
- Cambiar los cursos al fin del mini-mestre
- Maestros y estudiantes tienen menos contactos

Could be applied to full distance learning or blended learning

Podría ser aplicado a aprendizaje a la distancia o aprendizaje combinado

Mini-mester- 9 week Sample (student-facing)

FALL		SPRING	
9 weeks	9 weeks	9 weeks	9 weeks
English	PE	English	PE
Social Science	Math	Social Science	Math
Elective	Science	Elective	Science
Advisory/ELA/Math could continue in the off-mester using ST math, book clubs, etc.			