



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

COVID19 Instructional Frame



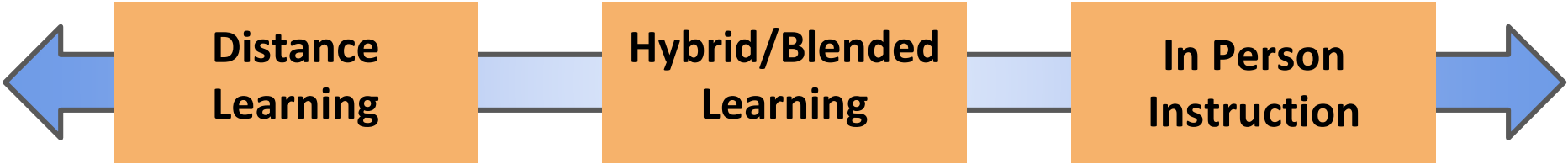
iamOUSD

Academic Program Considerations

Blended Learning

Learning Loss

Continuum of Models



Distance Learning

What does this mean?

- no in-person instruction
- robust distance learning plans across all schools
- district-wide content that can be leveraged for local contexts
- Wellness strategies in virtual setting

Hybrid/Blended Learning

What does this mean?

- distance learning platforms continue
- some degree of in-person, small group instruction
- may focus on vulnerable/most impacted populations for in-person instruction
- Wellness strategies for fluctuating between in-person and distance learning

In Person Instruction

What does this mean?

- Back to “normal” school
- Integrate new lessons learned for equity-centered, transformational learning
- Ready to return to Distance Learning at any time
- Wellness strategies for in-person learning

Blended Learning (OEA Contract, Article 27)

Blended learning is a holistic instructional model in which the teacher dedicates a portion of their instructional time to using adaptive content software and technologies where students have control over time, place, path, and/or pace and a portion of their instructional time delivering targeted small group teacher instruction. In 2015, Blended Learning was included in the OEA/OUSD contract (Article 27) as a Specialized Program targeted to improve student academic achievement.

BL ELEMENT 1 Small Group Instruction: Schools adopt and use instructional delivery models that maximize personalized and differentiated interaction

BL ELEMENT 2 Integrated Digital Instruction: Schools leverage digital content to help differentiate and measure students' level of academic proficiency

BL ELEMENT 3 Data-Driven Decisions: Schools utilize data from digital and other sources to make specific decisions about student growth related to standards

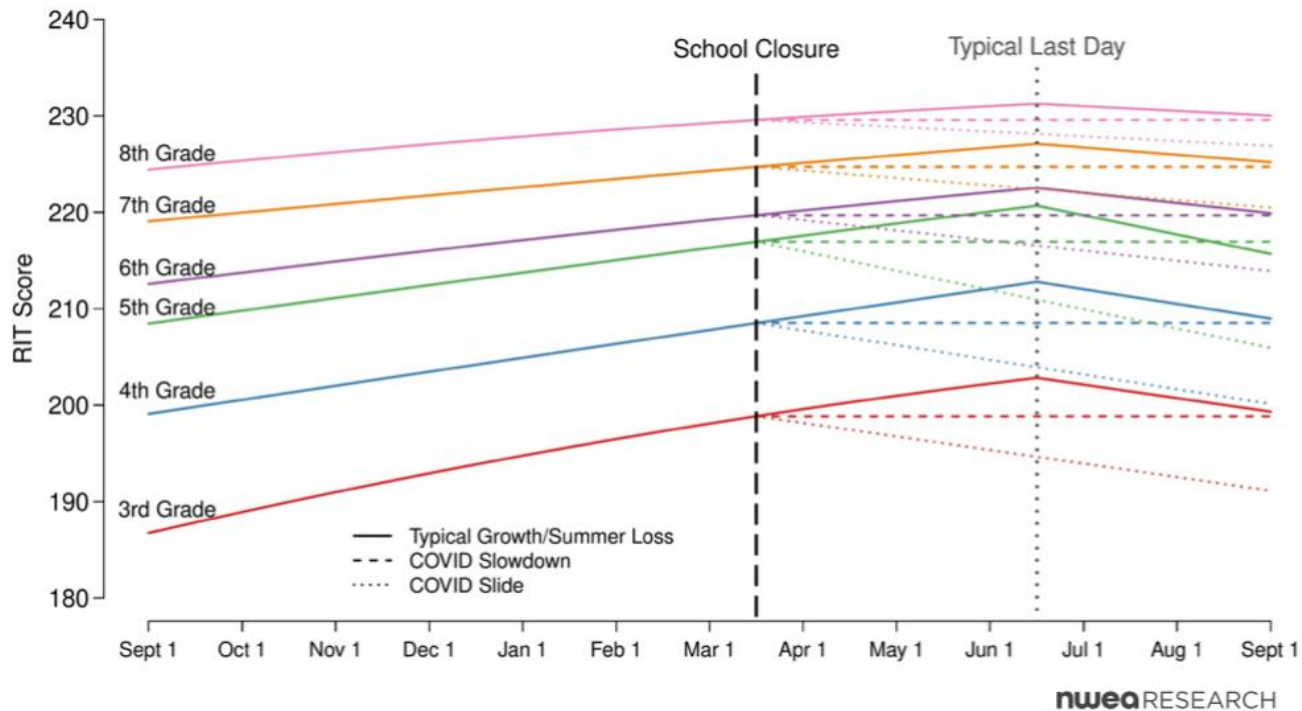
BL ELEMENT 4 Student Reflection and Self-Direction: Schools support students' personalized plans by developing their ability to reflect on their learning

BL ELEMENT 5 Blended Learning Leadership and Decisions: Schools distribute leadership around blended learning and decisions, including to students

BL ELEMENT 6 Teacher Shifts for Student Collaboration: Teachers shift to empower students in their own learning

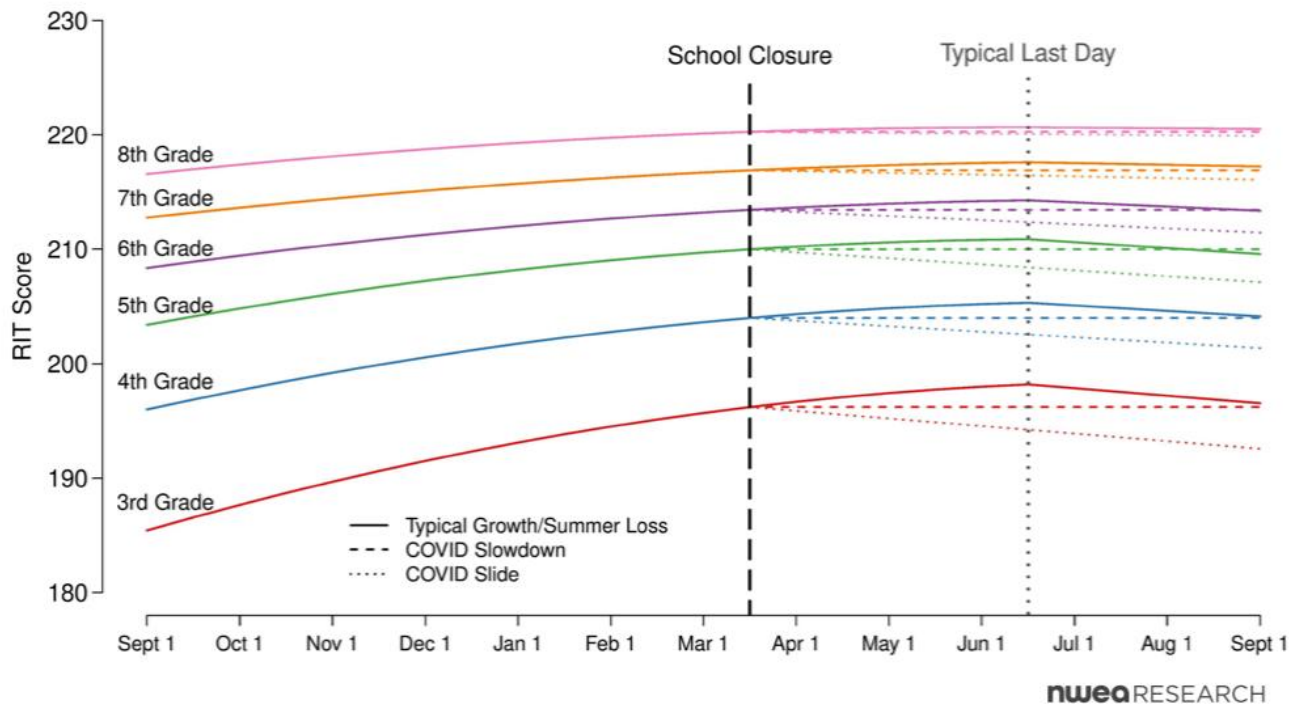
Covid-19 Slide: 50% decline in Math

Figure 1. Mathematics forecast



COVID-19 Slide: 30% Decline in English Language Arts

Figure 2. Reading forecast



Accelerated Learning not remediation

The typical approach to remediation—providing work better suited for earlier grades—won't come close to catching students up and will likely compound the problem. In our recent study, [*The Opportunity Myth*](#),² we found this approach of “meeting students where they are,” though well intentioned, practically guarantees they'll lose more academic ground and reinforces misguided beliefs that some students can't do grade-level work. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.

In other words, doubling down on current strategies for catching students up will only widen opportunity and achievement gaps. Schools need to be ready on the first day back with a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

Learning Loss (The New Teacher Project, April 2020)

Accelerated learning
and cultural, social,
and emotional
responsiveness are not
mutually exclusive.

Learning doesn't happen at the expense of responsive teaching, or vice-versa. The truth is that a core part of strong instruction is responding to the cultural, social and emotional needs of students. If instructional practices leave students feeling displaced, invisible, or unsafe, accelerated learning can't happen. Likewise, trauma-informed instruction and cultural, social, and emotional responsiveness do not require forfeiting strong, grade-level-aligned instruction.

Accelerated learning
and strong instruction
are interdependent.

You can't accelerate learning with poor instructional practices in place, and you can't have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning *and* strong instruction.

Accelerated learning
and strong instruction
should not cause
further trauma.

Educators have the potential to cause trauma. We can cause additional trauma to students by denying them access to a high-quality education, and we can cause trauma by putting systems and structures in place that prevent students from accessing high-quality instruction. We must consistently evaluate and understand the consequences that our instructional decisions have for the children we serve and the adults that support them.

Learning Loss Strategies

(The New Teacher Project, April 2020)

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
2. Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
3. Adapt your scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. Train your teachers and leaders to diagnose students' unfinished learning and provide acceleration support.
5. Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Most critical prerequisite skills and knowledge

How do we implement this strategy?	Investments
<ul style="list-style-type: none">• Study grade-level standards alongside our scope and sequence;• Identify how students will apply their knowledge;• Identify how students will show their knowledge;• Identify previous skills and knowledge students will need in order to access grade-level standards;• Plan specifically for students that, as an example, have dual characteristics like are a language learner and have a learning disability;• Access existing tools that provide grade-level standards guidance (Achieve the Core)• Identify which Social Emotional Learning (SEL) Competencies are needed to access learning	<ul style="list-style-type: none">• Professional Learning- Instruction and SEL• Central staff time to create learning for teachers and leaders• Instructional Leadership Teams at School Sites

Diagnosing student's unfinished learning

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Diagnose the size of the learning loss;● Use diagnostic assessments from instructional materials;● Elementary- reading foundational skills, reading fluency, comprehension and writing skills quick assessment;● Secondary English Language Arts- assess reading fluency, comprehension and writing skills quick assessment;● Secondary Math: assess for the prerequisite skills identified for mastery.● Consider gathering data during at home learning.	<ul style="list-style-type: none">● Professional Learning● Assessment Platforms- flexible tools to use in Distance Learning and during Blended Learning/In-Person Instruction● Central staff time to create learning for teachers and leaders● On-site professional learning structures

Scope and Sequence Adjustment

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Update teacher facing resources that provide our scope and sequence;● Identify students' conceptual knowledge and where they lack the ability to apply and transfer knowledge to other situations;● Update curriculum maps-insert a few potential lessons related to building that understanding immediately before lessons where students focus on desired prerequisite skill; pulling materials from the previous grade's content that wasn't covered to fill in learning gaps● Set expectation that teachers use our updated curriculum maps;● Ensure schools have systems for reviewing data and a structure of shared leadership.	<ul style="list-style-type: none">● Central staff time to update scope and sequence maps● Professional Learning● Central staff time to create learning for teachers and leaders● On-site structures for professional learning and data review.

Train Teachers and Leaders: Unfinished Learning and how to accelerate

How do we implement this strategy?	Investments
<ul style="list-style-type: none">• Develop a training sequence for leaders and teachers: Accelerating Student Learning; Prerequisite skills and knowledge; diagnose unfinished learning; adjusting scope and sequence, acceleration strategies, monitor progress	<ul style="list-style-type: none">• Central staff time to plan professional learning series• Opportunities for leaders and teachers to provide input on the professional learning series

Monitor student progress and adjust teacher support

How do we implement this strategy?	Investments
<ul style="list-style-type: none">• Are students mastering grade-level content?;• Are teachers and leaders using the acceleration plan and strategies;• Student Experience Toolkit for informing the quantitative data.	<ul style="list-style-type: none">• Professional Learning• Central staff time to review and provide feedback on Strong Start Plans• Surveying students and families to provide feedback on our learning models.

Academic Program Investments

How does our instructional planning inform
our investments?

Blended Learning and Learning Loss Investments

Non-Labor

- Staff Professional Learning on 6 Elements; Learning Loss Strategies; Curriculum and Literacy Training
- On-site structure and learning
- Learning & Assessment Platforms
- Opportunities for Family Learning about supporting learning
- 1:1 Devices, Classroom Cameras
- Minimal supplies to support instruction: Supply packets for home
- ASP Enrichment: Music & Art (reduce during Distance Learning and expand during in-person), Tutoring
- Protective Gear for staff and students
- Cleaning supplies for high touch surfaces
- Translation Platforms

Labor

- Teacher (secondary minimesters)
- Principal
- Administrative: Administrative Assistant; Attendance Specialists
- Wellness/engagement support person to advise staff on creating a positive classroom culture
- Custodian
- Secondary Counselors
- Secondary Internship management

Wellness/Social Emotional Positions

- Restorative Justice Facilitators
- Case Managers
- Social Workers
- Community School Managers
- Community Liaisons
- Secondary Counselors

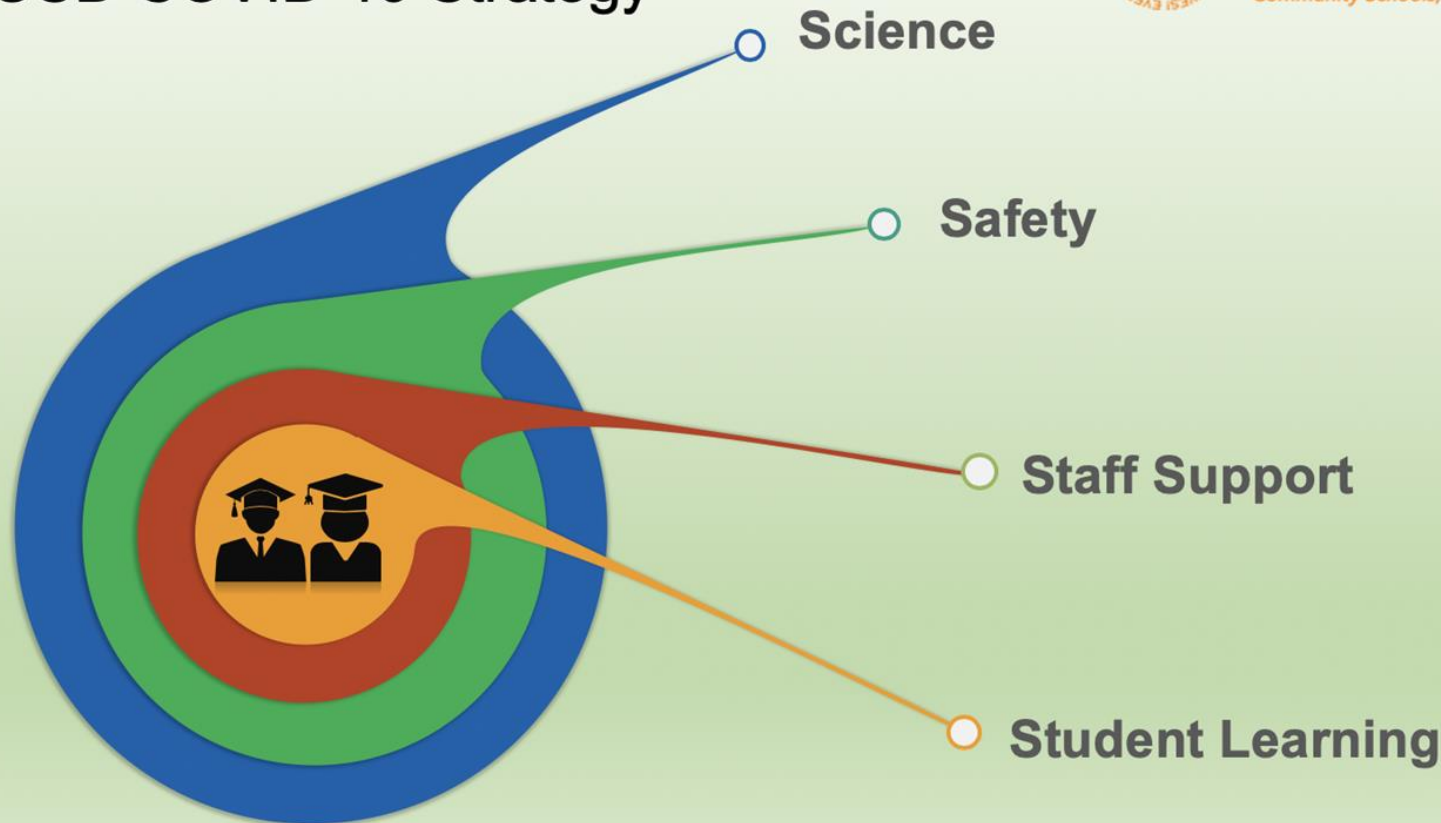
Multiple Perspectives

Consider the multiple perspectives of our stakeholders

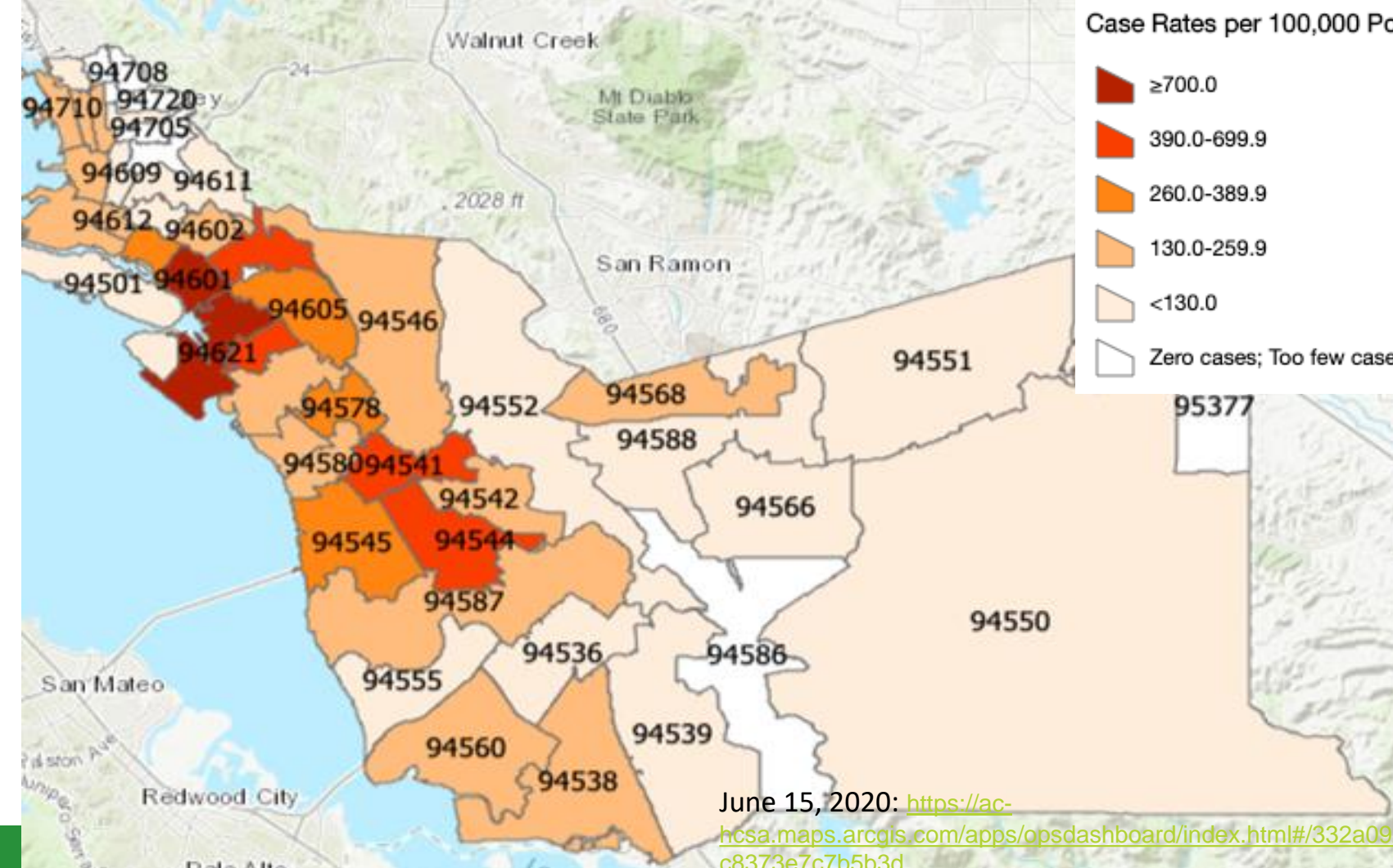
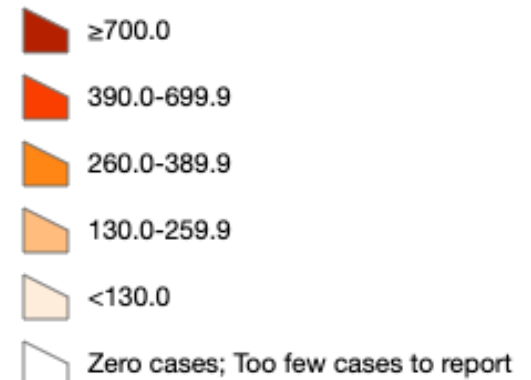


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OUSD COVID-19 Strategy

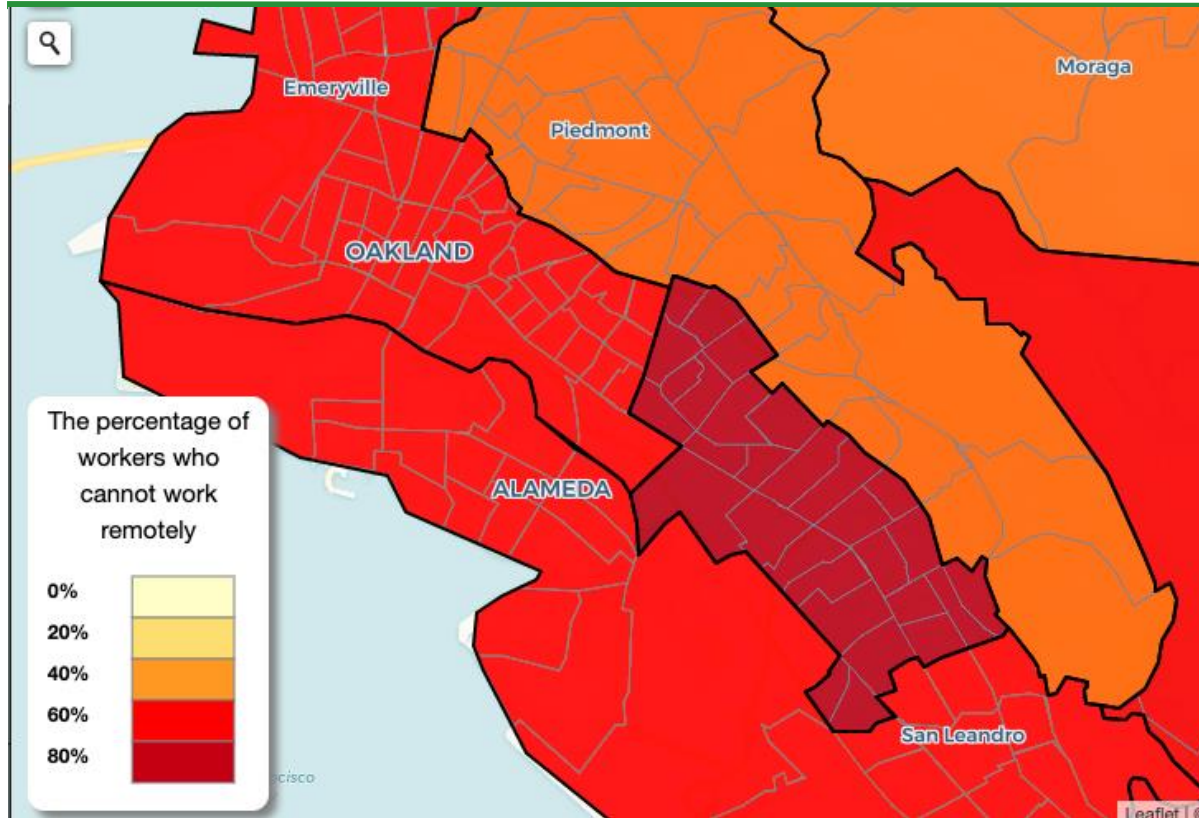


Case Rates per 100,000 Population



June 15, 2020: <https://ac-hcsa.maps.arcgis.com/apps/opsdashboard/index.html#/332a092bbc3641bd9ec8373e7c7b5b3d>

Families Need Childcare



40-80% of Oakland Families may need childcare because they cannot work remotely

Source:

<https://belonging.berkeley.edu/coronavirus-california>

Family Survey & Input Sessions- Recommendation Themes

Distance Learning	Communication	Assessment	Fall Scenarios
<ol style="list-style-type: none">1. 1:12. Small Group3. Fewer and more consistent use of Ed Tech platforms	<ol style="list-style-type: none">1. Student progress2. Week at a glance3. Grade level expectations4. Language access	<ol style="list-style-type: none">1. Measurement of learning loss and plan to address2. No state test	<ol style="list-style-type: none">1. Support for combination Distance Learning and in-person2. Support for prioritizing subgroups3. Less support for all Distance Learning

- 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

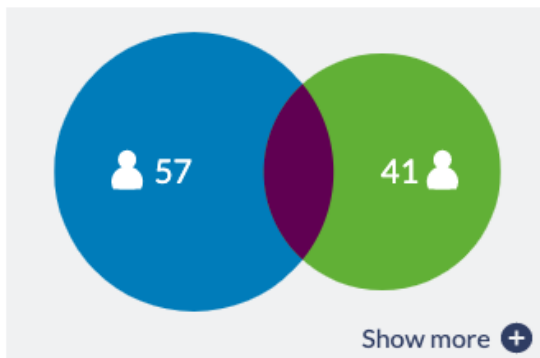
Equitable Access (Technology & Communication)	<ul style="list-style-type: none">• Do families have access to the technology they need to access learning opportunities?• Do families receive adequate communication from their school to support their child at home with learning?• Did students have access to mental health supports during this stressful time to set them up for success with learning?
Student Learning	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Thought Exchange Feedback from Staff & Parents

Side A

We need to stay home for the first semester next year to maintain safety for all. We cannot put teachers, our families, and students at risk. I am terrified of bringing home germs to my own family with compromised immune systems. I will quit my teaching job before doing that.

★ 4.9 ★ 1.3



Side B

Enough hours of in-person instruction for my children that I can keep my job Stress: I do not feel financially secure because I cannot take any more unpaid leave

★ 1.4 ★ 4.8

My kindergartner needs in-person instruction he cannot learn through online

Side A

%		Answer
57%	(33)	Instructional Staff
40%	(23)	Parents/Guardians
2%	(1)	Non-instructional Staff
0%	(0)	Students
0%	(0)	Community Member/Other



Side B

%		Answer
15%	(6)	Instructional Staff
76%	(31)	Parents/Guardians
7%	(3)	Non-instructional Staff
0%	(0)	Students
2%	(1)	Community Member/Other



Administrator Survey Results

Student Learning	Feeling of Safety	Possible to Implement	Cost Effective
<ol style="list-style-type: none">1. 5 days in person2. In Person for some students3. Phased reopening	<ol style="list-style-type: none">1. All online2. Students with underlying medical conditions continue online3. In Person for some students	<ol style="list-style-type: none">1. All online2. Phased reopening	<ol style="list-style-type: none">1. All online2. 5 days in person3. In Person for some students

A Looming Financial Meltdown For America's Schools

May 26, 2020 · 5:00 AM ET

"From the numbers we're looking at right now, this coming year could be maybe twice as bad, or more, than the worst year we had during the Great Recession."

Foundational Decisions

✓ 1. **Fall Start Date: August 10**

- a. Principals come back on July 27
- b. Teachers come back on August 5

✓ 2. **Blended Learning (Hybrid/In-Person schooling) start dates will be determined by district, not by individual school sites**

- a. Goal: Align our in-person start dates/models with other Bay Area counties
- b. School shutdowns will happen on a site-by-site basis, as required by public health guidance

✓ 3. **8/10: Prepared for Online Learning, Blended rollout to follow**

- a. Blended plan will be created by *Instruction Working Group*, including identifying *which* students & *where*
- b. Start date for students will be recommended by Working Group
- c. Start date may be delayed based on public health guidance