AUSD Board of Education:
Staff Recommendations for Fall School Opening

Pasquale Scuderi, Superintendent
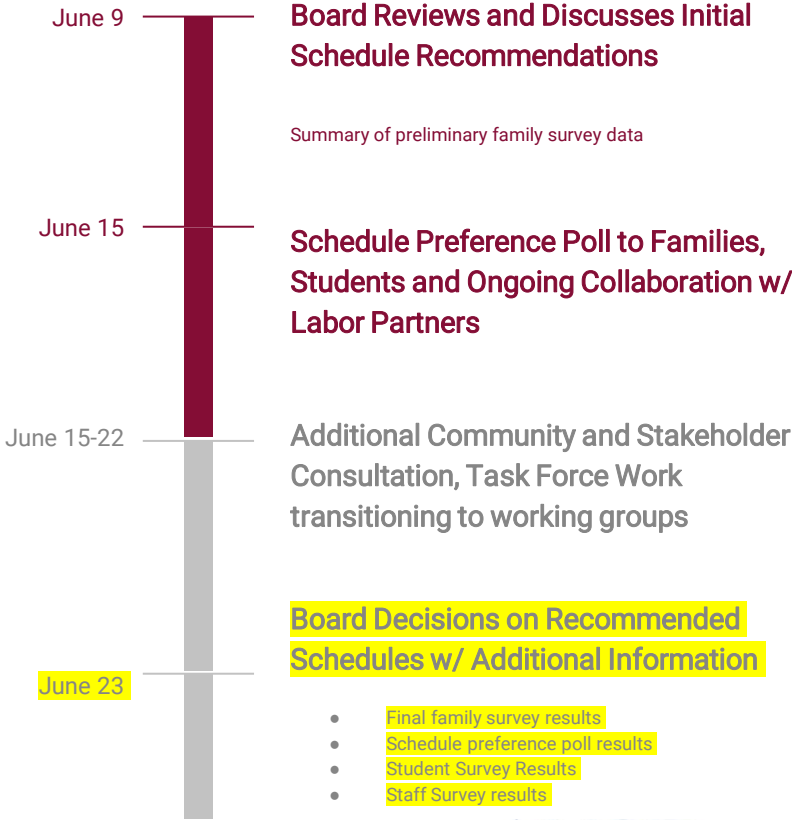## w/AUSD Executive Leadership Team

Essential Question

"The question is how do we create an environment which is as safe as reasonably possible for kids and staff while respecting the fact that there may be some people that view that amount of risk as too much."
-Josh Sharfstein, MD
John's Hopkins School of Public Health

Input/Feedback Next Steps

June 9 — **Board Reviews and Discusses Initial Schedule Recommendations**

Summary of preliminary family survey data

June 15 — **Schedule Preference Poll to Families, Students and Ongoing Collaboration w/ Labor Partners**

June 15-22 — Additional Community and Stakeholder Consultation, Task Force Work transitioning to working groups

Board Decisions on Recommended Schedules w/ Additional Information

June 23

- Final family survey results
- Schedule preference poll results
- Student Survey Results
- Staff Survey results

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Organization of the Presentation

Section 1: Current Conditions and Recommendations for Fall Flexible Schedule

Informing those recommendations...

Section 2: Community and Staff Perspectives

Section 3: Pedagogy and Review of Schedules

Section 4: Review of Remote Learning Option/Model

Section 5: Additional considerations and proposal

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Previous and Ongoing Engagement

Surveys	Community meetings for feedback	Stakeholder Engagement/Consultation
- Staff survey - Staff poll on schedules - Student survey - Student poll on schedules - Family survey - Family poll on schedules	- District town halls - Principal-led community collaboration meetings - School staff meetings - After school partners - Special education town hall (moderate to severe) June 17th - Special education town hall (mild to moderate) June 18th	- AEA and CSEA - Student Advisory - Parent Survey - Academic Committee - District Advisory Committee - PTAC - ASped - DLAC - After school and enrichment partners - SPED Mild to moderate working group (parents, teachers, paras, psych and SPED manager) - SPED Moderate to severe working group (parents, teachers, paras, psych, and SPED manager)

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Draft Decision Timeline

June 9-June 23

Presentations and Recommendation to Board of Education

- Additional stakeholder consultation in this period
- First read to Board on June 9
- Potential approval on June 23
- County health consultation throughout

Week of July 13

Board/Cabinet Retreat and Update:

Finalize or amend plans and models based on current public situation and related orders and directives

Consultation w public health and stakeholders continues

Week of July 20

Additional assessment of current protocols: Board and Community review of reopening checklist

August 17

Currently scheduled first day of instruction for students

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Safe Return to School

Health & Hygiene

Face Coverings

Physical Distancing

Limit Gatherings

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New problems emerge requiring energy, resources, and attention.

+

Underlying problems can persist or intensify as attention and focus is invested elsewhere

+

Each new solution or change potentially impacts community and staff confidence for future initiatives

THREE (3) COMMON CHANGE MANAGEMENT CHALLENGES

Goals Tonight

- Board Approval of recommendations on working schedules for AUSD K-12 Schools in August 2020

- Approve concept of online/remote learning option for SY 20-21

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Considerations

- Current context yields some imperfection in the proposed solutions

- Progressive step toward a full return

- Students back to campuses in smaller cohorts allows for better adherence to existing/requisite precautions for reopening

- Long term variables still lead us to believe that *schedules must easily convert into remote schedules*

- **Need to determine schedules ASAP to solve for many questions around special education supports, curricular and instructional adjustments, enrollment, admissions, class assignments, master scheduling, etc.**

Section 2: Superintendent and Cabinet Recommendations

Schedules for K-12

Remote Learning Option

Flexible Elementary Schedule

- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Small Group A Time** **(can be done with classroom teacher or ed specialist)** **Period 1 Group A** On campus	**Period 2 Group A** On campus	Virtual homeroom check in Asynchronous time	**Small Group A Time** **(can be done with classroom teacher or ed specialist)** **Period 1 Group A** On campus	**Period 2 Group A** On campus
Afternoon	**Small Group B Time** **(can be done with classroom teacher or ed specialist)** **Period 1 Group B** On campus	**Period 2 Group B** On campus		**Small Group B Time** **(can be done with classroom teacher or ed specialist)** **Period 1 Group B** On campus	**Period 2 Group B** On campus

Flexible Secondary Semester Classes: 3 classes taken per semester

Class is 4 days per week. As there are only three classes, this would be on a rotation: Example"
August 17 - 21: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1
August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3

- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
- Longer term provides more time for mastery
- 1-2-3-1 rotation not affected by holidays
- Only three classes for students to focus on at any time
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Period 1 Group A** On campus	**Period 2 Group A** On campus	Virtual homeroom check in Asynchronous time	**Period 3 Group A** On campus	**Period 1 Group A** On campus
	Small Group A Time (can be done with classroom teacher or ed specialist)			**Small Group A Time** (can be done with classroom teacher or ed specialist)	
Afternoon	**Period 1 Group B** On campus	**Period 2 Group B** On campus		**Period 3 Group B** On campus	**Period 1 Group B** On campus
	Small Group B Time (can be done with classroom teacher or ed specialist)			**Small Group B Time** (can be done with classroom teacher or ed specialist)	

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Special Day Class for Students with Moderate to Severe Disabilities

- We are not currently recommending a schedule
- We are committed to finding a way to have our students with moderate to severe disabilities on campus for a more traditional day
- A working group is exploring different options
- A schedule and plan will be brought to the board in July

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Section 2: Compilation of Staff and Community Perspectives and Preferences

Lindsey Jenkins Stark
AUSD Data Coordinator

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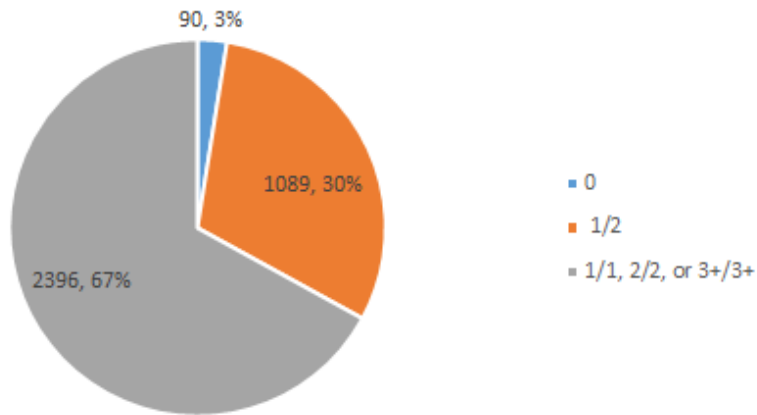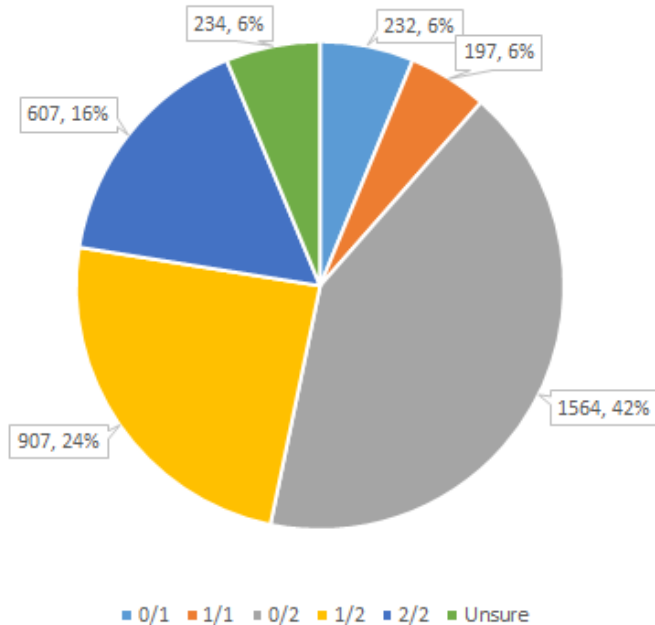
Assessing Community Needs and Preferences
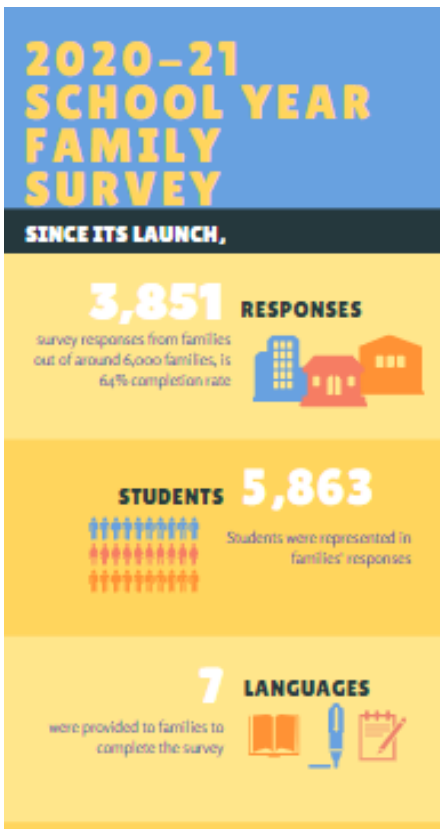
Assessing Community Needs and Preferences
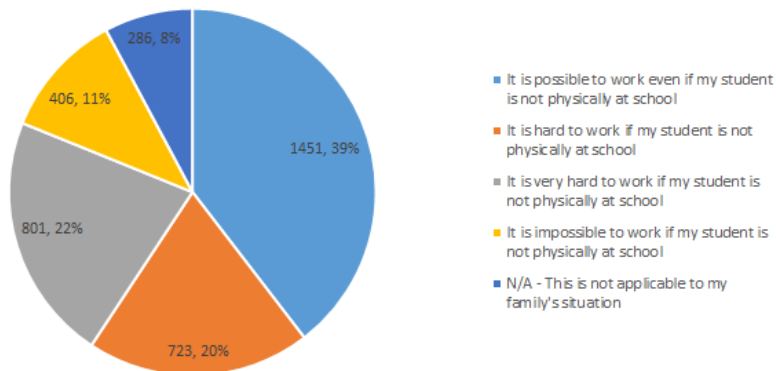

Working Parents/Guardians in Family

90, 3%
1089, 30%
2396, 67%
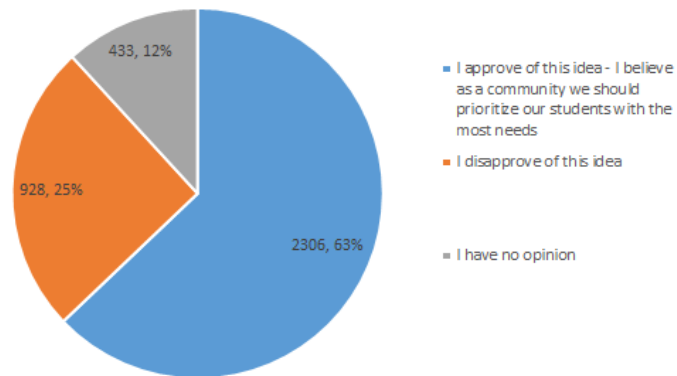
- 0
- 1/2
- 1/1, 2/2, or 3+/3+

Essential Workers in Family

234, 6%
232, 6%
197, 6%
607, 16%
1564, 42%
907, 24%

- 0/1
- 1/1
- 0/2
- 1/2
- 2/2
- Unsure

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Assessing Community Needs and Preferences

Parent/Guardian Importance of Having Student Physically at School for Work

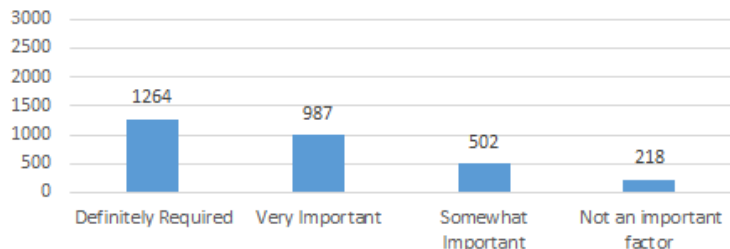- 1451, 39% — It is possible to work even if my student is not physically at school
- 723, 20% — It is hard to work if my student is not physically at school
- 801, 22% — It is very hard to work if my student is not physically at school
- 406, 11% — It is impossible to work if my student is not physically at school
- 286, 8% — N/A - This is not applicable to my family's situation

Parent/Guardian Response to Prioritization of Students by Need

- 2306, 63% — I approve of this idea - I believe as a community we should prioritize our students with the most needs
- 928, 25% — I disapprove of this idea
- 433, 12% — I have no opinion

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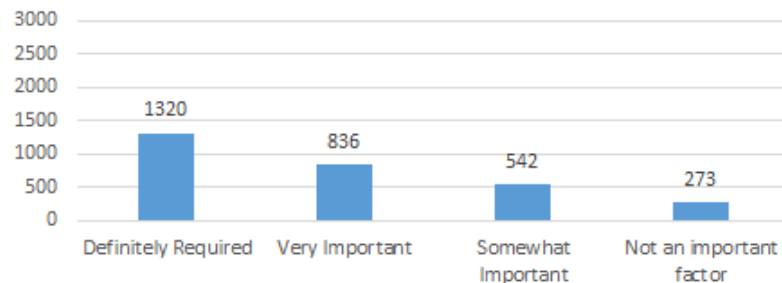
Assessing Community Needs and Preferences

Infection rates in Alameda have declined steadily in the prior 14 days
- Definitely Required: 1264
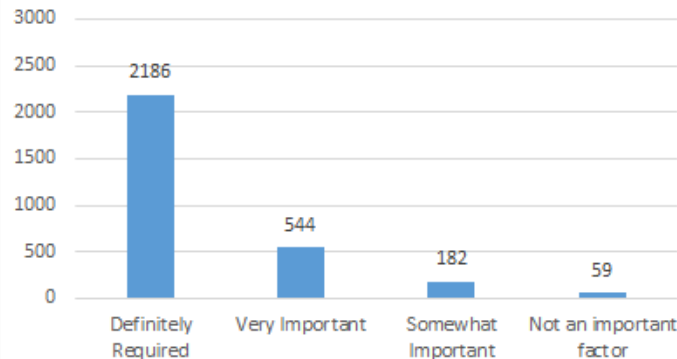- Very Important: 987
- Somewhat Important: 502
- Not an important factor: 218

Staff and students wear face coverings
- Definitely Required: 1320
- Very Important: 836
- Somewhat Important: 542
- Not an important factor: 273

Testing and contact tracing
- Definitely Required: 1087
- Very Important: 1149
- Somewhat Important: 509
- Not an important factor: 226
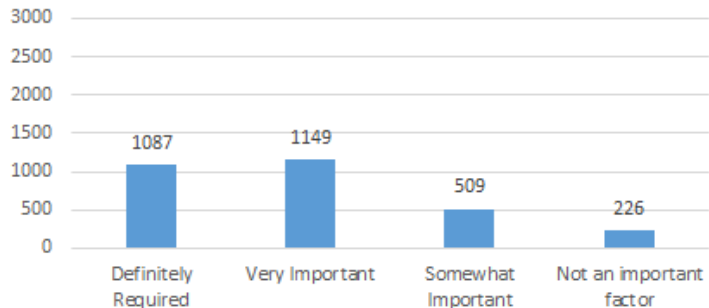
Facility cleaning is significantly increased
- Definitely Required: 2186
- Very Important: 544
- Somewhat Important: 182
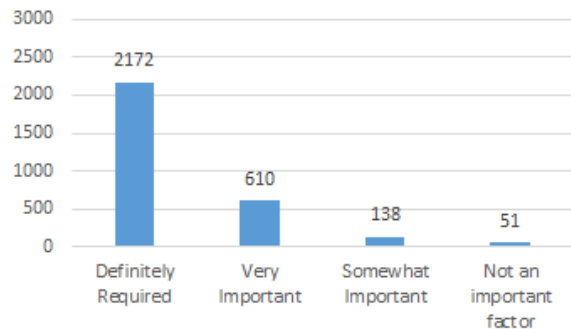- Not an important factor: 59

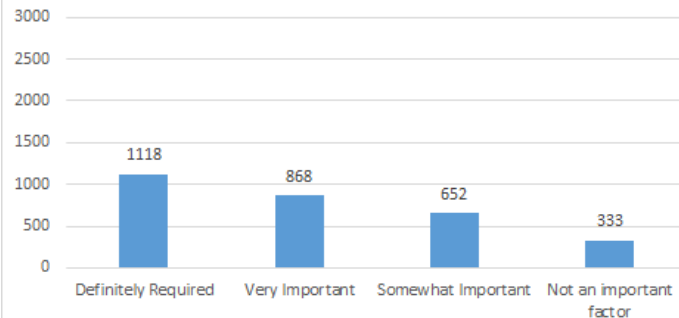AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
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Assessing Community Needs and Preferences

Additional handwashing and/or hand sanitizing stations have been installed

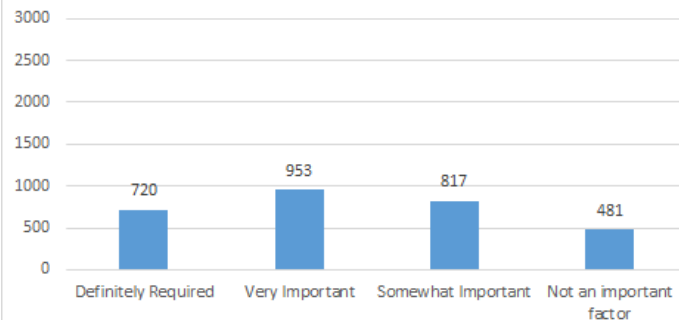|	Definitely Required	Very Important	Somewhat Important	Not an important factor
	2172	610	138	51

Classroom seating is limited to maintain 6-foot distances

	Definitely Required	Very Important	Somewhat Important	Not an important factor
	1118	868	652	333

Temperature checks for students and staff

	Definitely Required	Very Important	Somewhat Important	Not an important factor
	1333	892	518	228
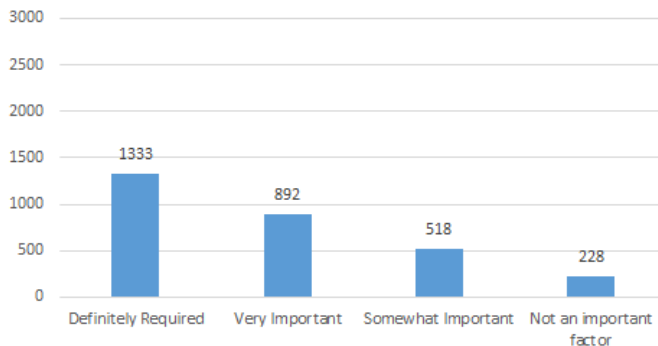
No more than 12 students are present in a classroom

	Definitely Required	Very Important	Somewhat Important	Not an important factor
	720	953	817	481

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Assessing Community Needs and Preferences

School	N/A - this student will not be returning to AUSD for the 2020-21 school year		Remote Model		Traditional OR Flexible Model		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent		
Alameda High School	4	0%	172	19%	717	80%	893	100%
Alameda Science and Technology Inst (ASTI)		0%	34	33%	70	67%	104	100%
Bay Farm	1	0%	82	17%	387	82%	470	100%
Earhart Elementary		0%	81	16%	420	84%	501	100%
Edison Elementary		0%	45	14%	284	86%	329	100%
Encinal Jr/Sr High School		0%	100	18%	449	82%	549	100%
Franklin Elementary		0%	21	10%	196	90%	217	100%
Island High School		0%	4	31%	9	69%	13	100%
Lincoln Middle School	1	0%	94	16%	479	83%	574	100%
Love Elementary	1	0%	74	21%	270	78%	345	100%
Maya Lin Elementary	2	0%	58	14%	345	85%	405	100%
Otis Elementary		0%	76	16%	410	84%	486	100%
Paden Elementary	2	1%	45	18%	206	81%	253	100%
Ruby Bridges Elementary	1	1%	34	18%	150	81%	185	100%
Wood Middle School	1	0%	83	27%	227	73%	311	100%
N/A - This student won't be ret	34	68%	3	6%	13	26%	50	100%
Preschool	1	8%	4	31%	8	62%	13	100%
AUSD Districtwide Special Education		0%	3	14%	18	86%	21	100%
Grand Total	**48**	**1%**	**1013**	**18%**	**4658**	**81%**	**5719**	**100%**

Assessing Community Needs and Preferences

School	Enrollment as of March 2019-20	N/A - this student will not be returning to AUSD for the 2020-21 school year		Remote Model		Traditional/Flexible Model	
		Percent	Projection	Percent	Projection	Percent	Projection
Alameda High School	1743	0%	8	19%	336	80%	1399
Alameda Science and Technolo	185	0%	0	33%	60	67%	125
Bay Farm	613	0%	1	17%	107	82%	505
Earhart Elementary	654	0%	0	16%	106	84%	548
Edison Elementary	468	0%	0	14%	64	86%	404
Encinal Jr/Sr High School	1179	0%	0	18%	215	82%	964
Franklin Elementary	320	0%	0	10%	31	90%	289
Island High School	90	0%	0	31%	28	69%	62
Lincoln Middle School	871	0%	2	16%	143	83%	727
Love Elementary	548	0%	2	21%	118	78%	429
Maya Lin Elementary	447	0%	2	14%	64	85%	381
Otis Elementary	634	0%	0	16%	99	84%	535
Paden Elementary	429	1%	3	18%	76	81%	349
Ruby Bridges Elementary	486	1%	3	18%	89	81%	394
Wood Middle School	620	0%	2	27%	165	73%	453
Grand Total	**9287**		**22**		**1701**		**7564**

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Assessing Community Needs and Preferences

Grade Level	N/A - this student will not be returning to Count	Percent	Remote Model Count	Percent	Traditional OR Flexible Model Count	Percent	Total Count	Total Percent
Transitional Kindergarten (TK)		0%	5	7%	65	93%	70	100%
Kindergarten (K)	2	0%	61	13%	423	87%	486	100%
Grade 1	1	0%	81	15%	449	85%	531	100%
Grade 2	3	1%	94	18%	429	82%	526	100%
Grade 3	2	0%	81	16%	416	83%	499	100%
Grade 4	3	1%	85	17%	401	82%	489	100%
Grade 5	1	0%	88	19%	385	81%	474	100%
Grade 6	6	1%	80	19%	333	79%	419	100%
Grade 7	4	1%	86	22%	305	77%	395	100%
Grade 8	3	1%	72	19%	297	80%	372	100%
Grade 9	7	2%	61	15%	329	83%	397	100%
Grade 10	1	0%	83	24%	265	76%	349	100%
Grade 11	1	0%	80	22%	280	78%	361	100%
Grade 12	2	1%	49	16%	256	83%	307	100%
N/A - This student w	11	79%		0%	3	21%	14	100%
Grand Total	**47**	**1%**	**1006**	**18%**	**4636**	**81%**	**5689**	**100%**

Assessing Community Needs and Preferences

Grade Level	Enrollment as of March 2019-2020	N/A - this student will not be returning to AUSD for the 2020-21 school year		Remote Model		Traditional OR Flexible Model	
	Count	Percent	Projection	Percent	Projection	Percent	Projection
Transitional Kinderg	129	0%	0	7%	9	93%	120
Kindergarten (K)	722	0%	3	13%	91	87%	628
Grade 1	752	0%	1	15%	115	85%	636
Grade 2	745	1%	4	18%	133	82%	608
Grade 3	698	0%	3	16%	113	83%	582
Grade 4	712	1%	4	17%	124	82%	584
Grade 5	668	0%	1	19%	124	81%	543
Grade 6	626	1%	9	19%	120	79%	498
Grade 7	660	1%	7	22%	144	77%	510
Grade 8	590	1%	5	19%	114	80%	471
Grade 9	722	2%	13	15%	111	83%	598
Grade 10	779	0%	2	24%	185	76%	592
Grade 11	720	0%	2	22%	160	78%	558
Grade 12	726	1%	5	16%	116	83%	605
Grand Total	47		1006		4636		5830

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Assessing Community Needs and Preferences

	N/A - this student will not be returning to AUSD for the 2020-21		Remote Model		Traditional OR Flexible Model		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent		
EL	1	1%	36	20%	141	79%	178	100%
SED	3	1%	91	21%	336	78%	430	100%
SPED	1	0%	51	20%	203	80%	255	100%

	Enrollment as of March 2019-20	N/A - this student will not be returning to AUSD for the 2020-21 school year		Remote Model		Traditional OR Flexible Model	
		Percent	Projection	Percent	Projection	Percent	Projection
EL	1074	1%	6	20%	217	79%	851
SED	2662	1%	19	21%	563	78%	2080
SPED	1090	0%	4	20%	218	80%	868

*note the charts above to not represent all of the students in these groupswhose families completed the survey as we were not able to match 100% of family survey responses to student IDs.

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Assessing Community Needs and Preferences

Internet Connection Quality by Family

- 15, 0%
- 7, 0%
- 51, 2%
- 369, 10%
- 1525, 43%
- 1605, 45%

Legend:
- Always, my internet connection was excellent
- Usually, my internet connection was very good
- Sometimes, my internet connection was good
- Rarely, my internet connection was fair
- Never, my internet connection was poor
- N/A - I do not have access to the internet

Number of Devices to Reach 1:1 for Families

0	1	2
2236 64%	965 27%	327 9%

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Assessing Community Needs and Preferences

Summary:
- All parents/guardians in most families work (67%), around half of households have at least one parent/guardian who is an essential worker (46% where 1/2 (24%), 1/1 (6%), or 2/2 (16%)).
- Over half (53%) of families find it hard or even impossible to work if their student is not physically at school (impossible: 11%, very hard: 22%, hard: 20%)
- When thinking about sending their students back to school, the most important factors for families are: 1) Facility cleaning significantly increased (2738 definitely required or very important), and 2) Additional handwashing and/or hand sanitizing stations installed (2782 definitely required or very important) while the least important is having no more than 12 students in the classroom (1673 definitely required or very important)
- The percent of students who, as reported by their parents, prefer the remote model is 18% while 81% prefer a traditional or remote model. These percentages vary slightly (+- 3%) by school and grade and more notably (>+-3%) for ASTI (33% remote, 67% flexible/traditional), Edison (14% remote, 86% flexible/traditional), Franklin (10% remote, 90% flexible/traditional), Island (31% remote, 69% flexible traditional but small sample size), Love (21% remoste, 78% flexible/traditional), Maya Lin (14% remote, 85% flexible/traditional), Wood (27% remote, 73% flexible/traditional), transitional kindergarten (7% remote, 93% flexible/traditional), kindergarten (13% remote, 87% flexible/traditional), Grade 7 (22% remote, 77% flexible/traditional), Grade 10 (24% remote, 76% flexible/traditional, and Grade 11 (22% remote, 78% flexible/traditional)

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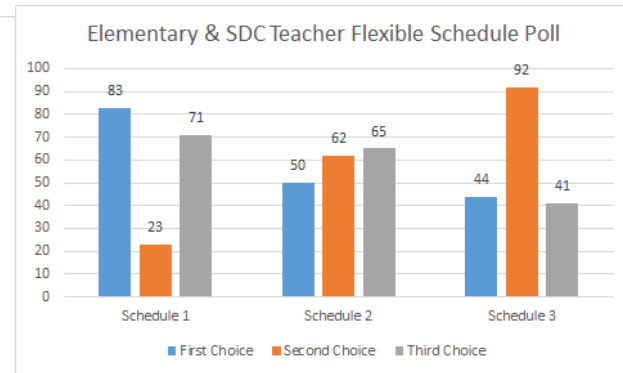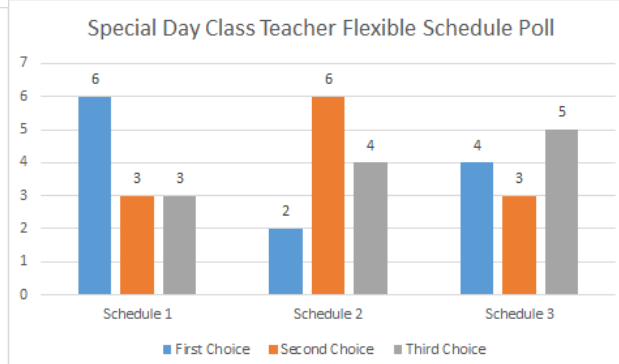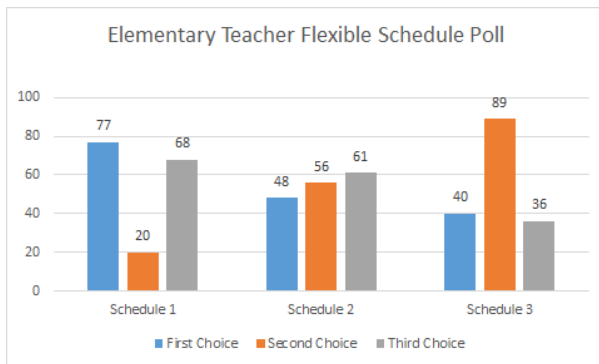Excellence & Equity For All Students

Assessing Community Needs and Preferences

Summary (con't):
- For the subgroups historically underserved by our system, the percentage preference for the remote model vs. flexible/traditional model is aligned to that of the overall student population +-3% (english learning students: 20% remote, 79% flexible/traditional; socioeconomically disadvantaged students: 21% remote, 78% flexible/traditional; special education students (20% remote, 80% flexible/traditional)
- 88% of AUSD families have excellent or very good internet (43%, and 45% respectively) while very few (3-10%) of families need connectivity assistance
- In order to reach 1:1 devices at home, 27% of families one more device, while 9% need two more devices. Based on roughly 6,000 families is 1,620 + 1,080 = 2,700 additional devices

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Flexible Schedule Poll Participation

342
Teachers

91
School Site Staff

2,840
Community Members

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Elementary & Special Day Class Teacher Flexible Schedule Poll Results

Elementary Teacher Flexible Schedule Poll
- Schedule 1: First Choice 77, Second Choice 20, Third Choice 68
- Schedule 2: First Choice 48, Second Choice 56, Third Choice 61
- Schedule 3: First Choice 40, Second Choice 89, Third Choice 36

Special Day Class Teacher Flexible Schedule Poll
- Schedule 1: First Choice 6, Second Choice 3, Third Choice 3
- Schedule 2: First Choice 2, Second Choice 6, Third Choice 4
- Schedule 3: First Choice 4, Second Choice 3, Third Choice 5

Elementary & SDC Teacher Flexible Schedule Poll
- Schedule 1: First Choice 83, Second Choice 23, Third Choice 71
- Schedule 2: First Choice 50, Second Choice 62, Third Choice 65
- Schedule 3: First Choice 44, Second Choice 92, Third Choice 41

Flexible Elementary Schedule 1
Special Day Class Pre K-12 Schedule 1
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Group A On campus	Group A On campus	Asynchronous time	Group A On campus	Group A On campus
Afternoon	Group B On campus	Group B On campus		Group B On campus	Group B On campus

Flexible Elementary Schedule 2
Special Day Class Pre K-12 Schedule 2
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
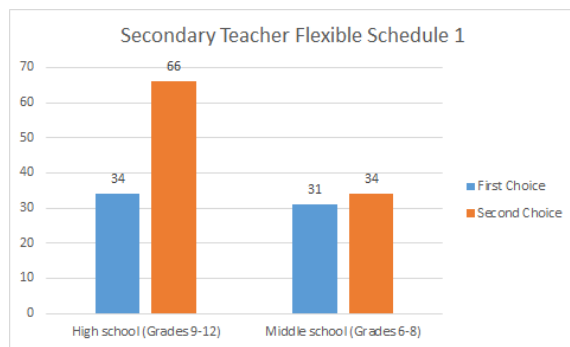- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group A On campus	Asynchronous time	Group B On campus	Group B On campus

Flexible Elementary Schedule 3
Special Day Class Pre K-12 Schedule 3
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group B On campus	Asynchronous time	Group A On campus	Group B On campus

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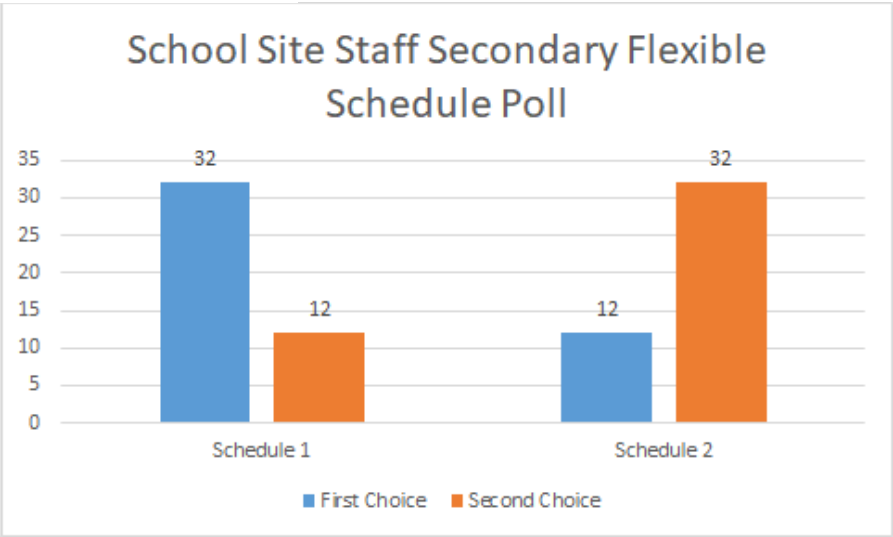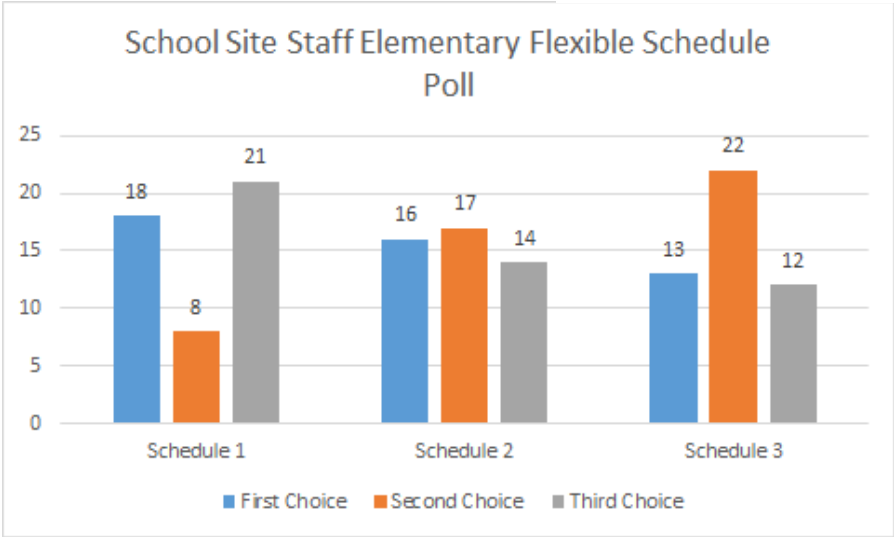# Secondary Teacher Flexible Schedule Poll Results

School Site Staff Flexible Schedule Poll Results

I am a... (please select your primary role)

91 responses
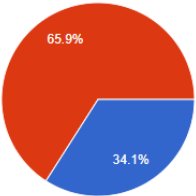
- School Office Staff
- Para Professional

65.9%

34.1%

School Site Staff Elementary Flexible Schedule Poll

Schedule	First Choice	Second Choice	Third Choice
Schedule 1	18	8	21
Schedule 2	16	17	14
Schedule 3	13	22	12

School Site Staff Secondary Flexible Schedule Poll

Schedule	First Choice	Second Choice
Schedule 1	32	12
Schedule 2	12	32

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Teacher & School Site Staff Flexible Schedule Poll Results

Summary:

- Elementary and special day class teachers prefer schedule one as their first choice (83, 47%), with schedule 3 as their second choice (92, 52%). Schedule 3 and schedule 1 were most teachers' first or second choice (Schedule 3: 136, 77%; schedule 1: 106, 60%)
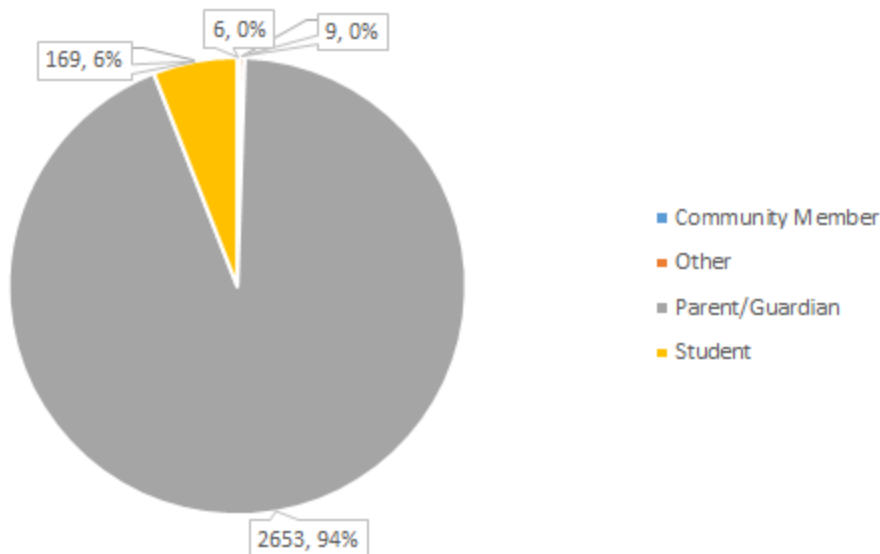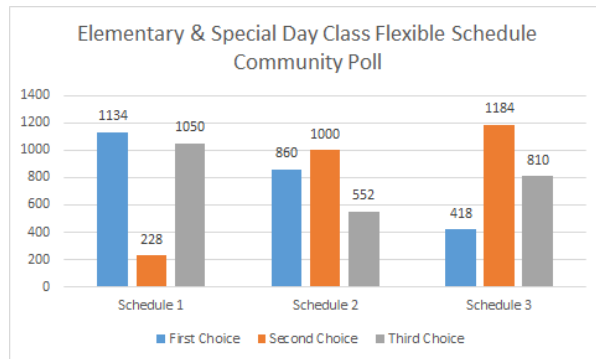- Most secondary teachers prefer schedule 2 (100, 61%), most high school teachers prefer schedule 2 (166, 66%), while middle school teachers were almost evenly split (schedule 1: 31, 48%); schedule 2: 34, 52%)
- Schedule 1 was most elementary school site staff's first choice (18, 38%), while most staff listed schedule 3 as first or second choice (schedule 3: 35, 75%; schedule 1: 26, 55%)
- Schedule 1 was secondary school site staff's first choice (32, 73%)

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Community Flexible Schedule Poll Results

Flexible Schedule Community Poll Participants

- Community Member
- Other
- Parent/Guardian
- Student

6, 0% 9, 0% 169, 6% 2653, 94%

FLEXIBLE SCHEDULE COMMUNITY POLL

2,840 RESPONSES
survey responses from community stakeholders

STUDENTS 169
Students were represented

7 LANGUAGES
were provided to families to complete the survey

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Community Flexible Schedule Poll Results

Elementary Flexible Schedule Community Poll

Special Day Class Flexible Schedule Community Poll

Elementary & Special Day Class Flexible Schedule Community Poll

Flexible Elementary Schedule 1
Special Day Class Pre K-12 Schedule 1
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Group A On campus	Group A On campus	Asynchronous time	Group A On campus	Group A On campus
Afternoon	Group B On campus	Group B On campus		Group B On campus	Group B On campus

Flexible Elementary Schedule 2
Special Day Class Pre K-12 Schedule 2
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group A On campus	Asynchronous time	Group B On campus	Group B On campus

Flexible Elementary Schedule 3
Special Day Class Pre K-12 Schedule 3
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
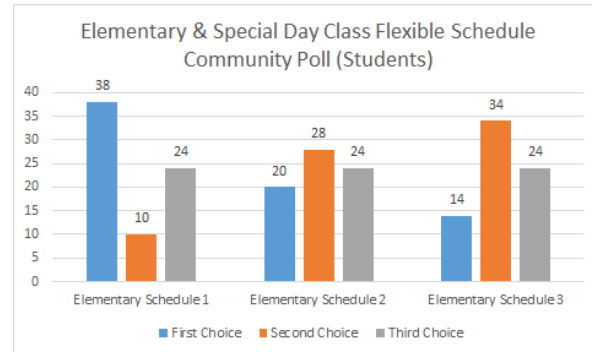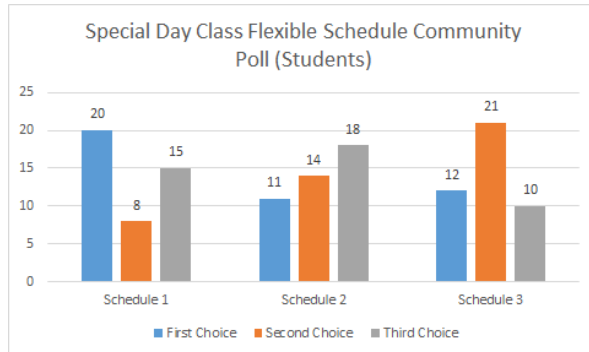- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group B On campus	Asynchronous time	Group A On campus	Group B On campus

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Community Flexible Schedule Poll Results

Elementary Flexible Schedule Community Poll (Students)

Special Day Class Flexible Schedule Community Poll (Students)

Elementary & Special Day Class Flexible Schedule Community Poll (Students)

Flexible Elementary Schedule 1
Special Day Class Pre K-12 Schedule 1
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Group A On campus	Group A On campus	Asynchronous time	Group A On campus	Group A On campus
Afternoon	Group B On campus	Group B On campus		Group B On campus	Group B On campus

Flexible Elementary Schedule 2
Special Day Class Pre K-12 Schedule 2
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work
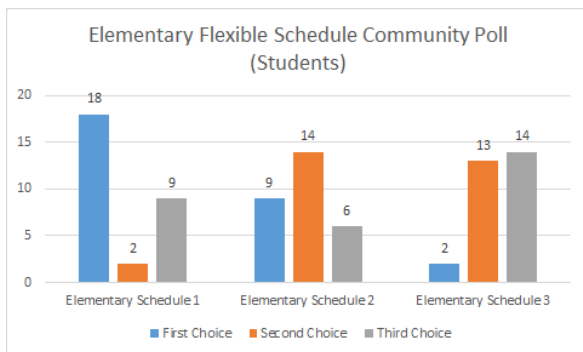
Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group A On campus	Asynchronous time	Group B On campus	Group B On campus

Flexible Elementary Schedule 3
Special Day Class Pre K-12 Schedule 3
- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work
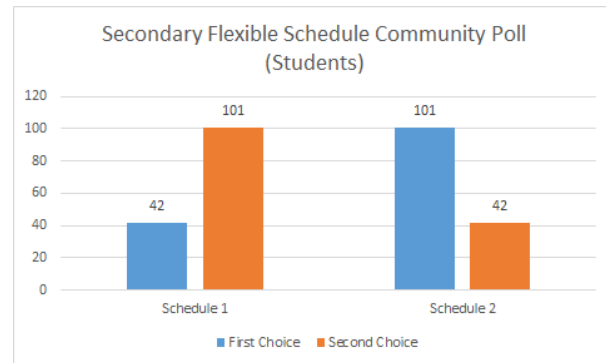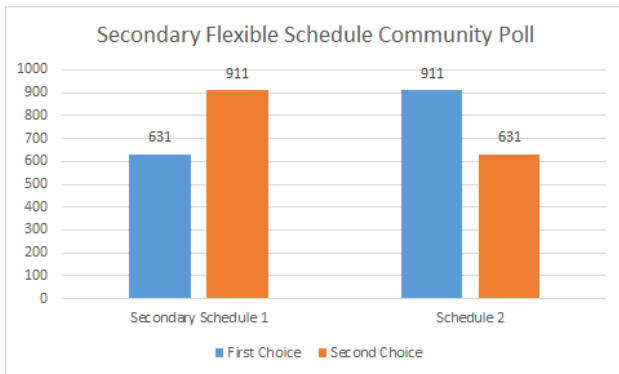
Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group B On campus	Asynchronous time	Group A On campus	Group B On campus

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Community Flexible Schedule Poll Results

Secondary Flexible Schedule Community Poll

Flexible Secondary Schedule 1
Trimester Classes: 2 classes taken per trimester.
- Only two classes for students to focus on at any time
- Students see each class twice each week.
- Two classes at a time is easier for remote learning, tracking assignments, communication with teachers
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Period 1 Group A On campus	Period 2 Group A On campus	Virtual homeroom check in Asynchronous time	Period 1 Group A On campus	Period 2 Group A On campus
Afternoon	Period 1 Group B On campus	Period 2 Group B On campus		Period 1 Group B On campus	Period 2 Group B On campus

Secondary Flexible Schedule Community Poll (Students)

Flexible Secondary Schedule 2
Semester Classes: 3 classes taken per semester
Class is 4 days per week. As there are only three classes, this would be on a rotation: Example"
August 17 - 21: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1
August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3
- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
- Longer term provides more time for mastery
- 1-2-3-1 rotation not affected by holidays
- Only three classes for students to focus on at any time
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday (the class will rotate each week; see above)
Morning	Period 1 Group A On campus	Period 2 Group A On campus	Virtual homeroom check in Asynchronous time	Period 3 Group A On campus	Period 1 Group A On campus
Afternoon	Period 1 Group B On campus	Period 2 Group B On campus		Period 3 Group B On campus	Period 1 Group B On campus

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Community Flexible Schedule Poll Results

Summary
- Overall, for the elementary and special day class, the community prefers schedule one as their first choice (1134, 47%), with schedule 2 as their second choice (800, 33%). The community's preference when taking into account first and second choice is schedule 2 (1860, 77%), then schedule 3 (1602, 66%), then schedule 1 (1362, 57%)
- Overall, for the elementary and special day class, students prefer schedule 1 as their first choice (38, 53%). When taking into account the first and second choices, all three schedules are tied (48, 67%)
- For secondary, most of the community prefers schedule 2 (911, 60%), the majority of students also prefer schedule 2 (101, 71%)

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Clarifying Questions

Section 3: Schedule Review and Educational Considerations

Kirsten Zazo

Chief Student Support Officer

AUSD Redesign Task Force Lead

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Pedagogy and Health

- Access to teacher 4 days a week (easy to translate to Distance Learning if SIP ordered)
- Secondary schedule requires managing fewer classes for students and families if AUSD needs to pivot to remote learning
- Allows better schedule to support ELD and Special Education programming
- Time on task will be more focused in the windows of time for Elementary Students
- Podding of students is what has been recommended by CDC and will provide for better conditions for safety
- Distancing and face coverings may be easier to manage for younger students in shorter windows of on-campus instruction

Flexible Secondary Semester Classes: 3 classes taken per semester

Class is 4 days per week. As there are only three classes, this would be on a rotation: Example"
August 17 - 21: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1
August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3

- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
- Longer term provides more time for mastery
- 1-2-3-1 rotation not affected by holidays
- Only three classes for students to focus on at any time
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Period 1 Group A** On campus	**Period 2 Group A** On campus	Virtual homeroom check in Asynchronous time	**Period 3 Group A** On campus	**Period 1 Group A** On campus
	Small Group A Time **(can be done with classroom teacher or ed specialist)**			**Small Group A Time** **(can be done with classroom teacher or ed specialist)**	
Afternoon	**Period 1 Group B** On campus	**Period 2 Group B** On campus		**Period 3 Group B** On campus	**Period 1 Group B** On campus
	Small Group B Time **(can be done with classroom teacher or ed specialist)**			**Small Group B Time** **(can be done with classroom teacher or ed specialist)**	

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Flexible Elementary Schedule

- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Small Group A Time** (can be done with classroom teacher or ed specialist)		Virtual homeroom check in Asynchronous time	**Small Group A Time** (can be done with classroom teacher or ed specialist)	
	Period 1 Group A On campus	**Period 2 Group A** On campus		**Period 1 Group A** On campus	**Period 2 Group A** On campus
Afternoon	**Small Group B Time** (can be done with classroom teacher or ed specialist)			**Small Group B Time** (can be done with classroom teacher or ed specialist)	
	Period 1 Group B On campus	**Period 2 Group B** On campus		**Period 1 Group B** On campus	**Period 2 Group B** On campus

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Special Day Class for Students with Moderate to Severe Disabilities

- We are not currently recommending a schedule
- We are committed to finding a way to have our students with moderate to severe disabilities on campus for a more traditional day
- A working group is exploring different options
- A schedule and plan will be brought to the board in July

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Clarifying Questions

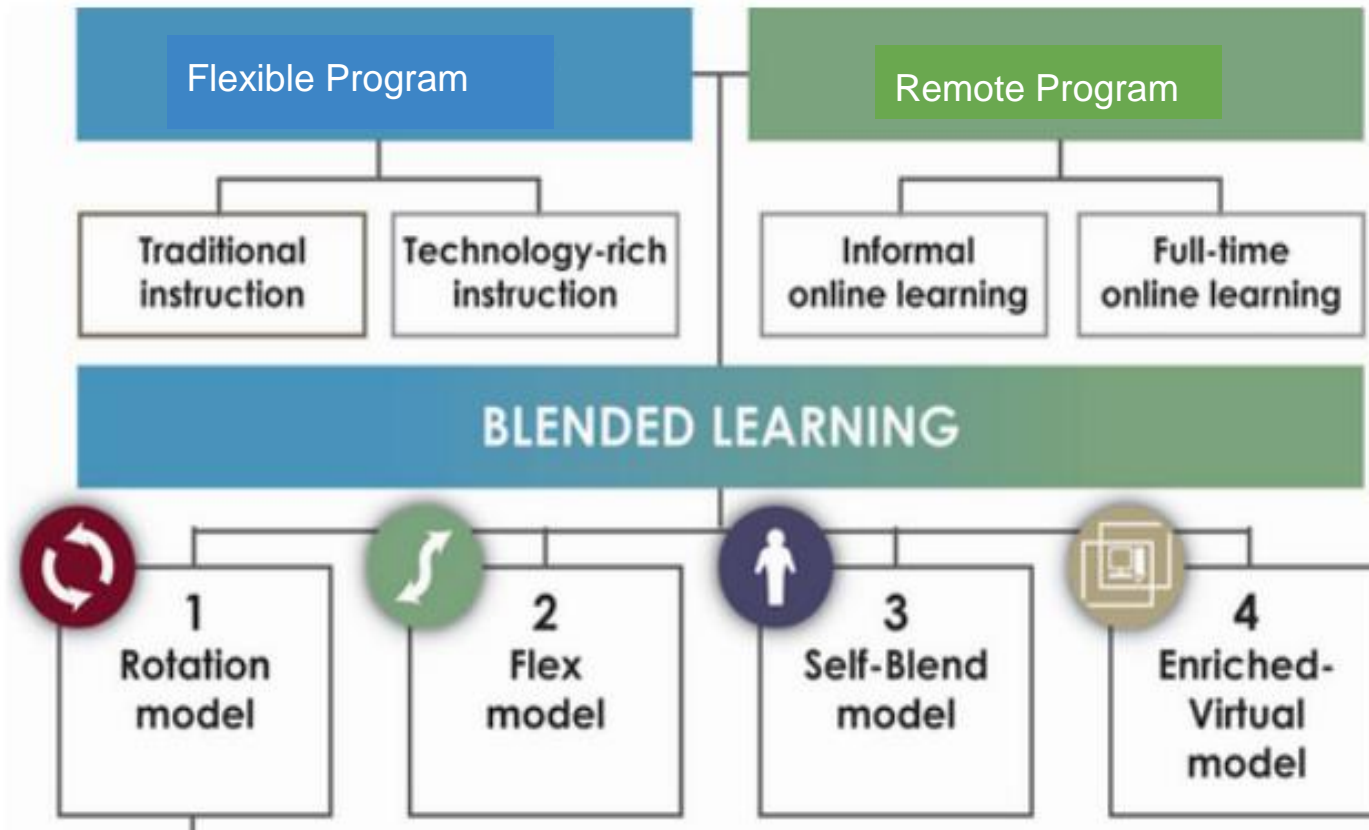# Section 4: Remote Learning Option

Sara Stone, Chief Academic Officer & Kirsten Zazo, Chief Student Support Officer

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Vision

Remote Learning Model (Elementary, Middle, and High)

● We must to offer an "Opt-In" full-time Remote option to students and families who are unable to return to in-person instruction via our Flexible model.

● This remote model will serve students across the system through one specific Enriched Virtual Program K-12.

● This program is not aligned with any one school.

● This is predominantly an asynchronous learning model.

● Students will receive small group support synchronously based on needs.

Flexible Program

Remote Program

Traditional instruction

Technology-rich instruction

Informal online learning

Full-time online learning

BLENDED LEARNING

1 Rotation model

2 Flex model

3 Self-Blend model

4 Enriched-Virtual model

Design Planning for Flexible and Remote Models

Flexible Model:
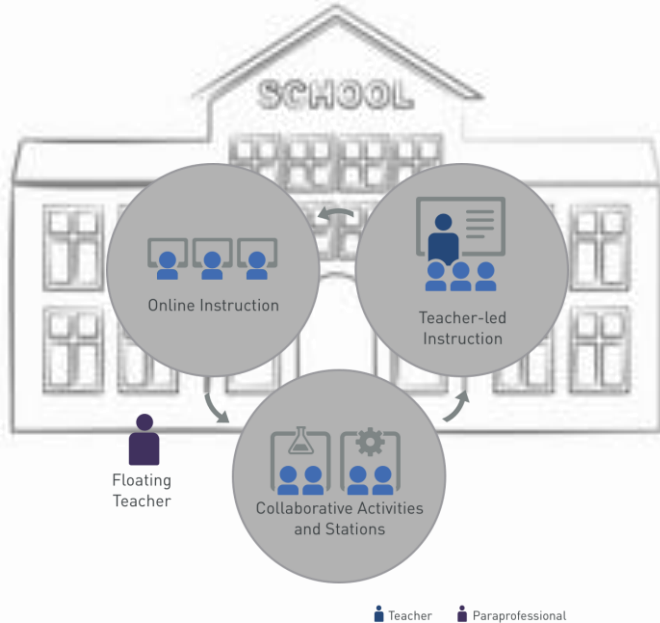
Virtual Enriched Remote Model:

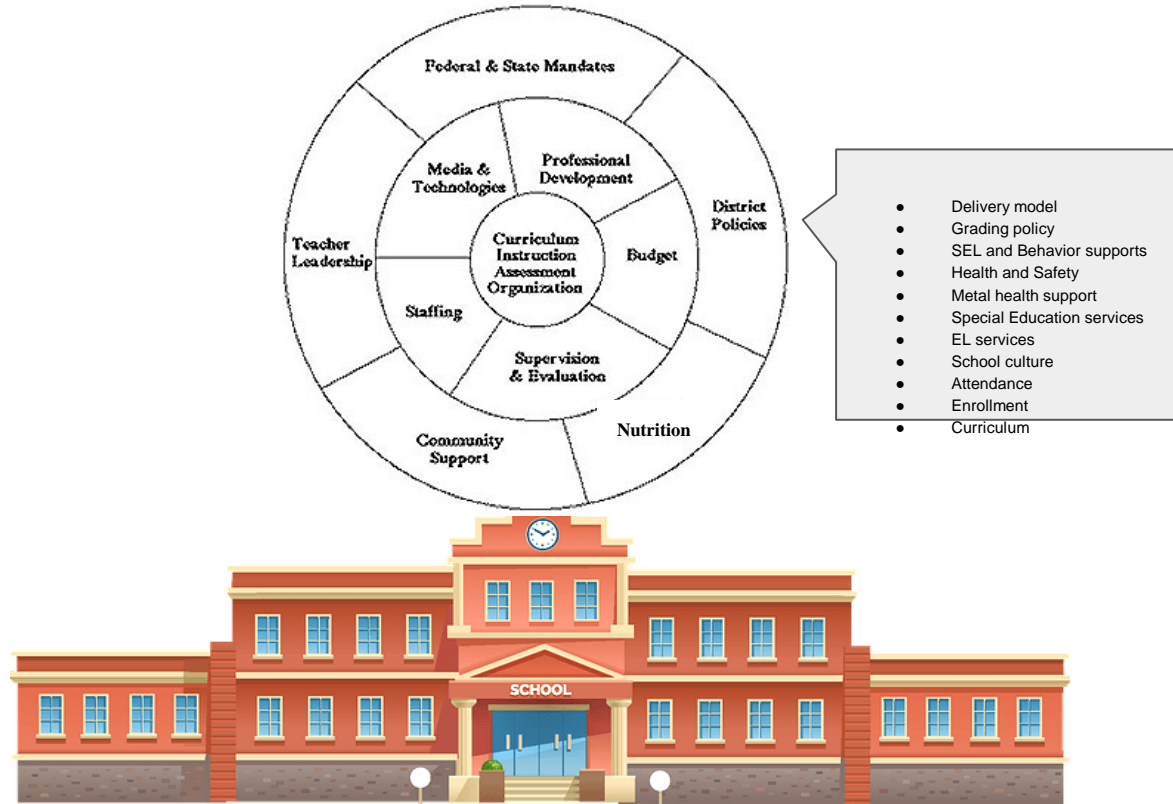# Teaching and Learning in the Flexible versus the Remote Model
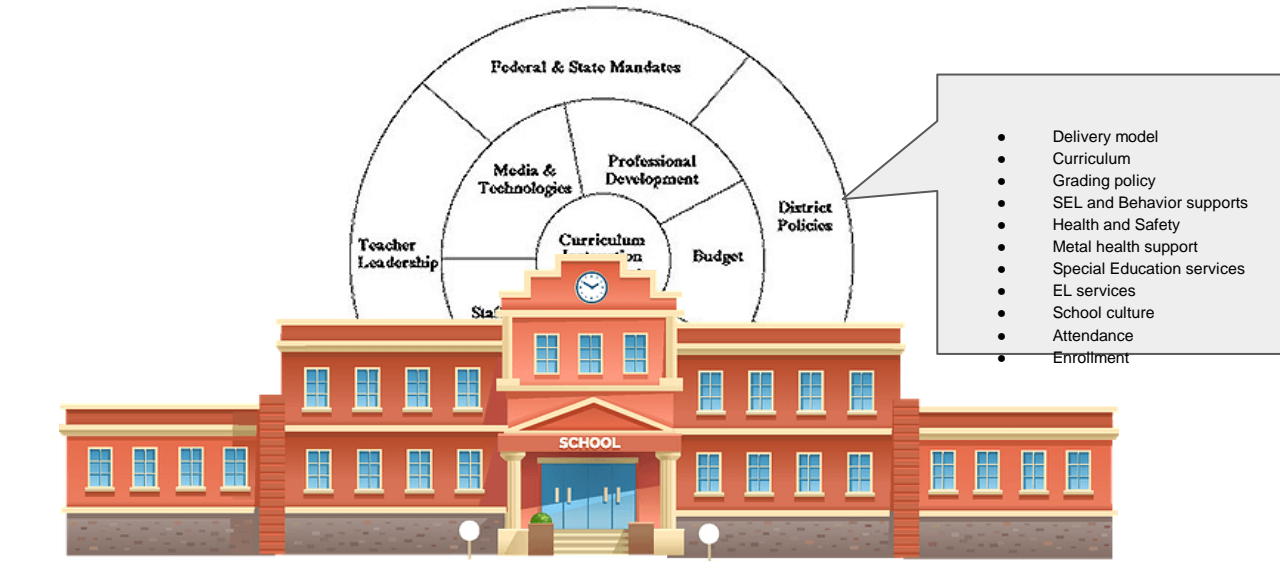
Flexible Program

- **Combination of teacher directed instruction and online learning**
- **Teacher is planning and delivering content and instruction**
- **Class time used for discussion and projects that synthesize information**
- **Lessons/lectures through online videos students can access at their own time and pace**
- **Choice in ways to practice and demonstrate understanding of skill/standard**
- **Students pacing depends on mastery of skills/standards**
- **Can be moved to a Full distance model if needed due to SIP**

Remote Program

- Online curriculum program is used to provide instruction to the student.
- Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed.
- Students work in a self-paced, asynchronous environment for most of the day
- Teachers work as "case managers" who meet with students as needed to support learning
- Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities

Traditional Model Structures & Policies

- Delivery model
- Grading policy
- SEL and Behavior supports
- Health and Safety
- Metal health support
- Special Education services
- EL services
- School culture
- Attendance
- Enrollment
- Curriculum

Federal & State Mandates

Media & Technologies

Professional Development

Teacher Leadership

Curriculum Instruction

Budget

District Policies

Staff

- Delivery model
- Curriculum
- Grading policy
- SEL and Behavior supports
- Health and Safety
- Metal health support
- Special Education services
- EL services
- School culture
- Attendance
- Enrollment

Remote Model

Flexible Model

Timeline and Working Group Focal Areas

June				July						August		
June 22-27		June 29-4th		July 6th-11th		July 13th-18th	Juy 20th - 25th	July 27th-31st		August 3rd-7th	August 10th-14th	
June 23		June 29th	July 4th	July 6th	July 11th						August 12th	August 17th
Board Meeting -Decision about re-opening		Open Enrollment Begins		Enrollment Closes, Acceptance Open	Acceptance Closes						Teachers return	Students return to school

NOT Schedule Dependent
Enrollment
Athletics & Events
Grading (guidance and systems NOT policy)
Attendance Policy & System
Graduation Requirements
Curriculum & Assessment (Gen and SPED)
Technology guidance and systems
SEL/COST Policy & Guidance
SPED Elementary Guidance & Systems (NOT Policy)
SPED Secondary Guidance & Systems (NOT Policy)
Discipline Guidance, Policy & Systems
AP Policy

High Level Schedule Dependent
Food Services
Enrollment Processes
After School Care
District Operations, Facilities, & Cleaning
Student & Staff Safety
Remote School Design

Negotiations Dependent (date TBD)
Instruction Guidance
Site Operations - Includes enter/exiting, recess, orientation, schedule and textbooks pickups, supplies, etc.
Grading Policy (as it pertains to workload)
Student and Staff Assignments
Technology Policy
SPED Policy
Staff working conditions
Secondary Music & PE
Math & World Language (Secondary only)
Elementary Prep Teachers
ELD

Remote Program Open Enrollment Timeline

Students of parents/guardians who submit applications within the designated open enrollment period shall be eligible for admission to the remote program the following school year under the district's open enrollment policy **dependent upon space availability in their selected grade level.**	Open Enrollment applications must be submitted to Student Services through online process during this time frame to be eligible for the lottery for this program.
Open enrollment begins on Monday, June 29th and closes on Sunday, July 5th.	**Lottery will be held on July 7th. Notification to families will be sent via email on July 8th and 9th. Families have until the 17th to accept a spot.**

All Open Enrollment Applications

- The Open Enrollment Remote School Program application can be located on the AUSD Enrollment home page

- The applications are filled out online and submitted to a designated Google Document for Student Services to review

- The Open Enrollment application must be submitted during the designated time frame to be eligible for the lottery for this program

Open Enrollment Priorities

Priority goes to currently enrolled Alameda Unified School District Students in this order:
1. The student is immunocompromised or if the student lives in a household where an immediate family member is immunocompromised
2. The student has a caretaker (non-household member) who is immunocompromised

Lottery for all other
1. The student lives in Alameda and is a student with the Alameda Unified School District
2. The student lives outside of Alameda and is a student with the Alameda Unified School District
3. The student lives in Alameda but is not a student in the Alameda Unified School District
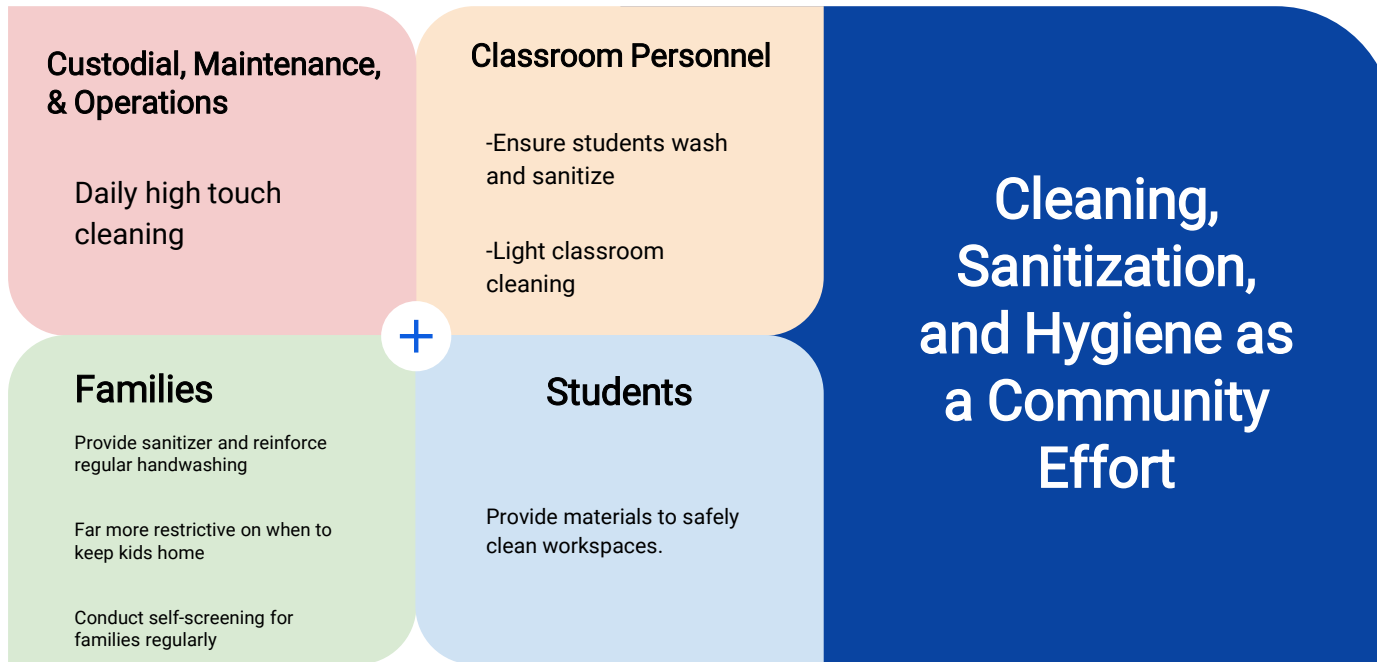
If a school has more applications than space available, selection for the school or program of choice shall be determined by lottery in alignment with Board approved priorities from the eligible applicant pool. Multiple birth students will be treated as a single number in the lottery. If their number is drawn and the number of students exceeds the number of spaces available, parents may take the space(s) and place the remaining siblings on the waiting list.

Section 5: Cleaning and Sanitizing

Shariq Khan

Chief Business Officer

ALAMEDA UNIFIED SCHOOL DISTRICT
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Custodial, Maintenance, & Operations

Daily high touch cleaning

Classroom Personnel

-Ensure students wash and sanitize

-Light classroom cleaning

Families

Provide sanitizer and reinforce regular handwashing

Far more restrictive on when to keep kids home

Conduct self-screening for families regularly

Students

Provide materials to safely clean workspaces.

+

Cleaning, Sanitization, and Hygiene as a Community Effort

Additional Steps and Recommendations

Pasquale Scuderi, Superintendent

Developing Criteria for Subsequent Confirmed Cases in Our Schools

All Schools Regardless of Community Spread
- Confirmed person with COVID-19 in building?
- Assess risk
- Short (potentially two to five days) building dismissal to clean, disinfect, and contact trace in consultation with local health officials

No Community Spread
- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events
- Consider postponing noncritical gatherings and events
- Require sick students and staff to stay at home
- Establish procedures for someone becoming sick at school

Minimal to Moderate Community Spread
- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building
- Consider ways to accommodate needs of children and families at high risk

Substantial Community Spread
- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building **with extended school dismissals**
- Consider ways to accommodate needs of children and families at high risk

ALAMEDA UNIFIED SCHOOL DISTRICT
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Upcoming Engagement/Communication

Tuesday June 30th, 5:00: Woodstock Child Development Town Hall

Thursday July 9th, 4:00 Student Town hall

Thursday July 23rd, 5:00: Special Education Town Hall (Moderate to Severe)

Thursday July 30th, 5:00: Special Education Town Hall (Mild to Moderate)

Thursday August 13th, 4:30: PTAC Town Hall

Tuesday August 13th, 5:30: CAC meeting

Thursday August 27th, 5:30: DELAC meeting

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Questions/Action

Requesting approval of K-12 Schedules for SY 20-21

Requesting approval of remote option in concept 20-21

Flexible Secondary Semester Classes: 3 classes taken per semester

Class is 4 days per week. As there are only three classes, this would be on a rotation: Example"
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August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3

- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
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Flexible Elementary Schedule

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