

Update on Remote Learning Program: Curriculum

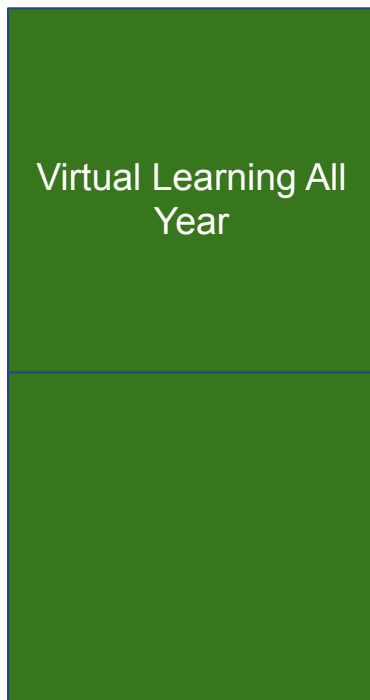
Sara Stone, Chief Academic Officer
October 27, 2020

Remote Learning Program: Goals

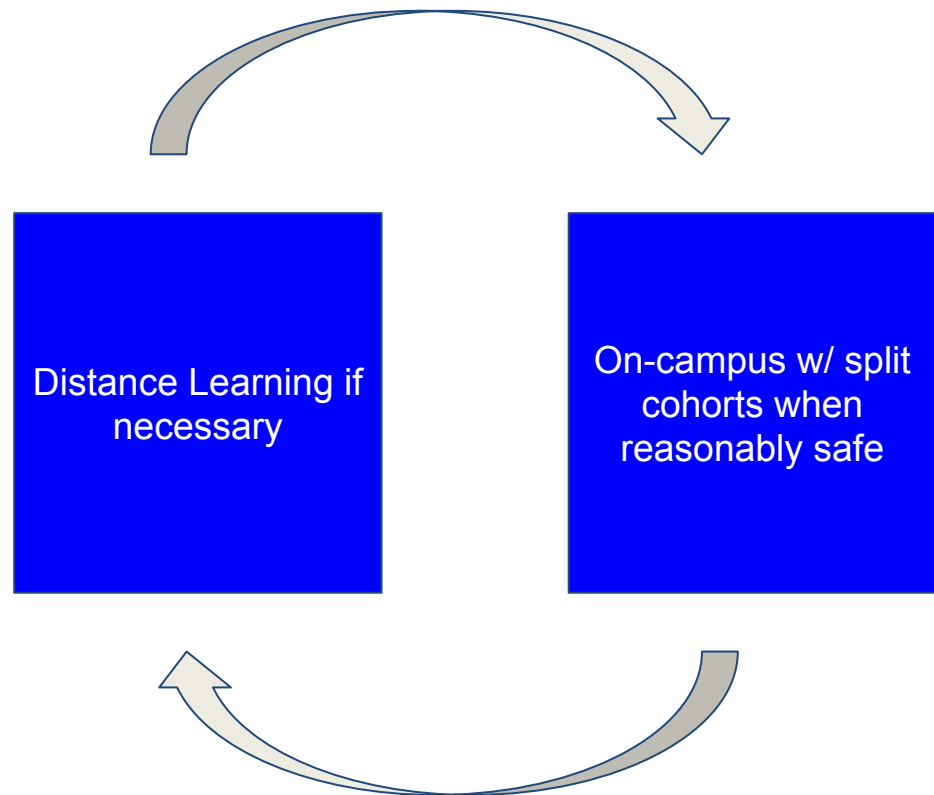
- Review the history of the Remote Program
- Share concerns brought to our attention
- Share plans to address these concerns

Distinguishing Between Remote and Flex Models

Remote Learning Program



Flexible Program Model



Where We Are Now

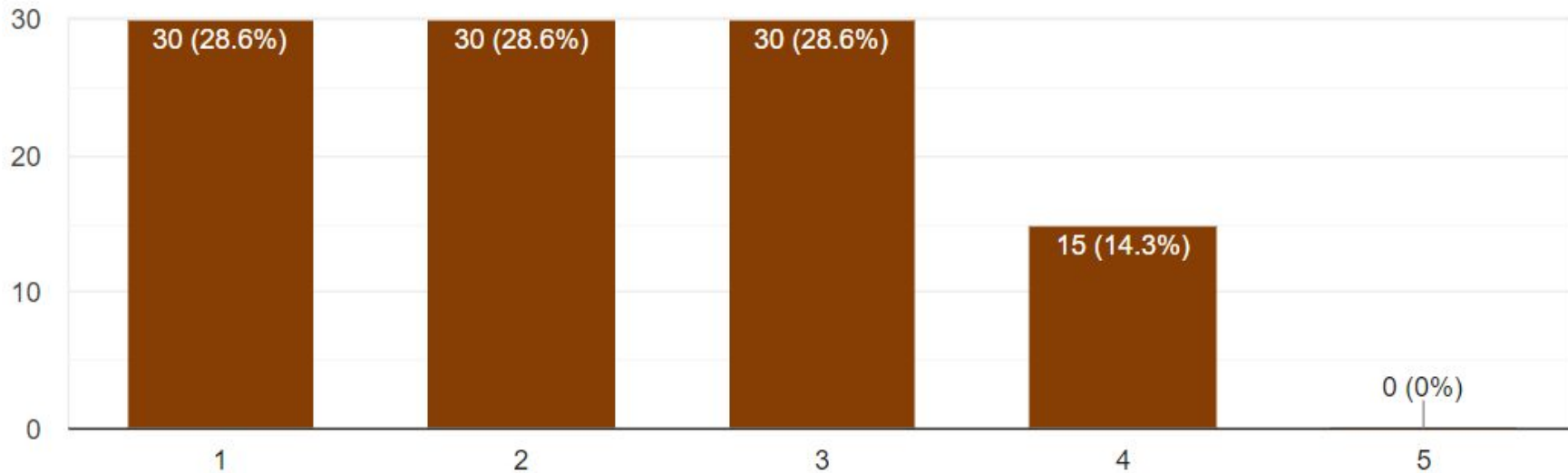
AUSD is one of only two districts in Alameda County that decided to launch a fully remote program, in addition to planning for the hybrid flexible program, so that we could accommodate our students, families, and staff who would not be able to return to in-person instruction when the county deems it safe to do so.

- The remote program serves 937 TK-12 students. The design of the program allowed for maximum Asynchronous (self-paced) Learning.
- On August 24 it was brought to our attention that Acellus was being pulled from some schools in Hawaii due to racist, sexist, and other inappropriate content.
- On September 8 the school board voted to replace Acellus with Edmentum.
- On September 21 we began to use Edmentum as our primary Remote Curriculum.
- Since beginning with Edmentum 1 month ago we have received feedback from our families that we are working to address.

Survey: September 30, 2020

Overall feeling about the program so far?

105 responses



Note: 105 responses out of 937 students

Steps Taken Since Launching Edmentum

- Enrolled all students in the new curriculum
- Trained students and teachers in the new curriculum
- Responded to concerns with more training
- Responded to concerns by continuing to grow and improve the program
- Provided supplementary curricular materials
- Organized a meeting with senior staff, instructional coaches, and parents/guardians to discuss concerns
- Held elementary and secondary coffee chats
- Held two parent leadership meetings
- Reached out to Edmentum multiple times to ask for adjustments to the program (see below)
- Included additional components of Edmentum for the TK/K program that were more targeted and age appropriate (Reading Eggs and Math Seeds).

Remote Learning Program: Concerns

- Communication
- Curriculum, Pacing, and Grading
- Clarity and consistency across the Remote Learning Program
- Family engagement opportunities

Plans to Address Concerns: Communication

At the **district level**, we are working to improve our Remote Learning Program web page so that all information is clear and easy to access regarding procedures, protocols, and program information. We will update our FAQ about Edmentum, gathering information about how best to support your child in this program.

At the **program level**, Principal Washofsky will send a weekly update each Friday to the Remote Learning Families with new information. We will have links to these updates on the web page. Coffee Chats will continue to be scheduled monthly. Elementary, Middle, and High School family meetings will be held monthly as well.

At the **classroom level**, we plan to work with our Learning Coordinators to develop more consistent communications with families.

Plans to Address Concerns: Curriculum

- **Edmentum:**

- We are working closely with Edmentum to address the concerns that have been raised. The company is extremely accommodating to our needs.
- We are supplementing the program as needed based upon grade level and course.
- We will be changing the pacing in order to lower the anxiety that the curriculum has created for some of our students and families while maintaining the academic rigor of an AUSD education.

- **Study Island:**

- Students in elementary grades are using Exact Path and students in secondary grades are using Courseware as their primary curriculum.
- Study Island is the Edmentum K-12 supplemental program that provides additional practice and support to students when they struggle with the learning in Exact Path or Courseware or when they need acceleration.
- Students will receive assignment credit for using Study Island to support their learning. We are currently training Learning Coordinators on how to use this part of the Edmentum program and will be working with students to get started

Plans to Address Concerns: Pacing/Assessments

Pacing:

The pacing window will be adjusted so that students have more time to complete the assigned modules. We will focus on priority standards in these modules and provide students with fewer assignments as well. Pacing date for course will be the end of the quarter as guidance only. At the end of the quarter, if the student has not completed their work, they will have the remainder of the semester to complete the course (the second half of the course will begin and students will be required to do this work as well). Part one of the course should be completed first. Part two of the course will be started at the beginning of the next quarter, though students who finish early can start the next course sooner.

Assessments:

Staff have heard concerns about students not being able to pass assessments and taking them multiple times. We believe that by changing the pace to be more flexible, students will feel less pressure to pass the assessments quickly. With the additional Study Island supports, we believe students will have the resources they need to be more successful. We are also developing alternative ways to assess students' mastery of standards for those students where the assessments in Edmentum are causing overwhelming levels of stress.

Plans to Address Concerns: Grading

Elementary

- Teachers will complete report cards based on progress toward grade level standards in Exact Path as well as any supplemental programs used within a class.
- The Learning Coordinator may also use any anecdotal evidence from small group and one on one sessions with students.

Please note: The grade assigned in Edmentum Courseware will not necessarily reflect the final grade a student will receive in the course.

Plans to Address Concerns: Grading, *cont...*

Secondary

- Learning Coordinators will use the grade as well as an overall assessment of student work to assign a final grade.
- Students will have a chance to retake a course or make up the grade in another way without impacting their grade point average or their transcript.
- Grades will be due at the end of the semester.
- Students who have not finished either part of the course can receive an incomplete and have an additional 6 weeks to complete the course.
- Supplemental assignments/Khan/NewsELA/additional Google Classroom opportunities provide the reason to round up.
- Study Island may be used in a variety of ways to increase a grade.

Please note: The grade assigned in Edmentum Courseware will not necessarily reflect the final grade a student will receive in the course.

Some Things to Note about the Curriculum

- In Courseware, a tutorial should take about **one hour**.
- Students must do the entire tutorial before they take the mastery test.
- Guided notes will help support students as they work through the tutorials.
- Before starting the Mastery Tests, students should review all the resources included in the tutorial.
- Guided notes will help support students be successful on Mastery Tests.
- If a prescribed schedule is not working for your child, consider creating a checklist of “must do” and “may do” activities.
- Think of a course module like a class period. In order for students to be successful and learn they have to stay in the classroom for a class period. They cannot stay for 15 minutes - or 5 minutes - and then leave and come back later.

Structured learning activities should take the developmental age of the child into consideration. The amount of sustained learning time that a 4-year-old needs is quite different from that of a 14-year-old. At school, learning is separated by regular breaks, including lunch, recess, and passing periods. While there are no hard-and-fast rules, consider these general guidelines:



3-5 years old
(Pre-K-K)
15-20 Minutes



6-8 years old
(Grades 1-3)
About 30 Minutes



9-13 years old
(Grades 4-8)
About 45 Minutes



High School
About an Hour

Plans to Address Concerns: Clarity/Consistency

Role of the Learning Coordinator: Learning Coordinators work as “case managers” of students’ instruction and will work with students one to one or in small groups. The Learning Coordinator determines the support a student needs and will connect students to Access Hours through the House model (below). Parents/guardians will work collaboratively with the Learning Coordinators to support and coach their students.

Access Hours (House Model Support Structure for Secondary): Secondary Students are grouped in “houses” with content expert learning coordinators. Each learning coordinator works with their students to determine the level of support needed in a particular subject. The Learning Coordinator connects the student with the appropriate house teacher for in-depth support during Access Hours. Small group tutorials for in-depth assistance provided by content master coordinators began last week.

Role of the Learning Coach (parent): Like a sports coach who doesn't play the game, but rather gives advice, feedback, and support to their players, we ask you to do the same. Successful sports coaches know when to ask players to push through challenges and also know when to make a player take a break. The Learning Coach lets the Learning Coordinator know of the challenges their child is facing and asks for extra support.

Plans to Address Concerns: Family Engagement

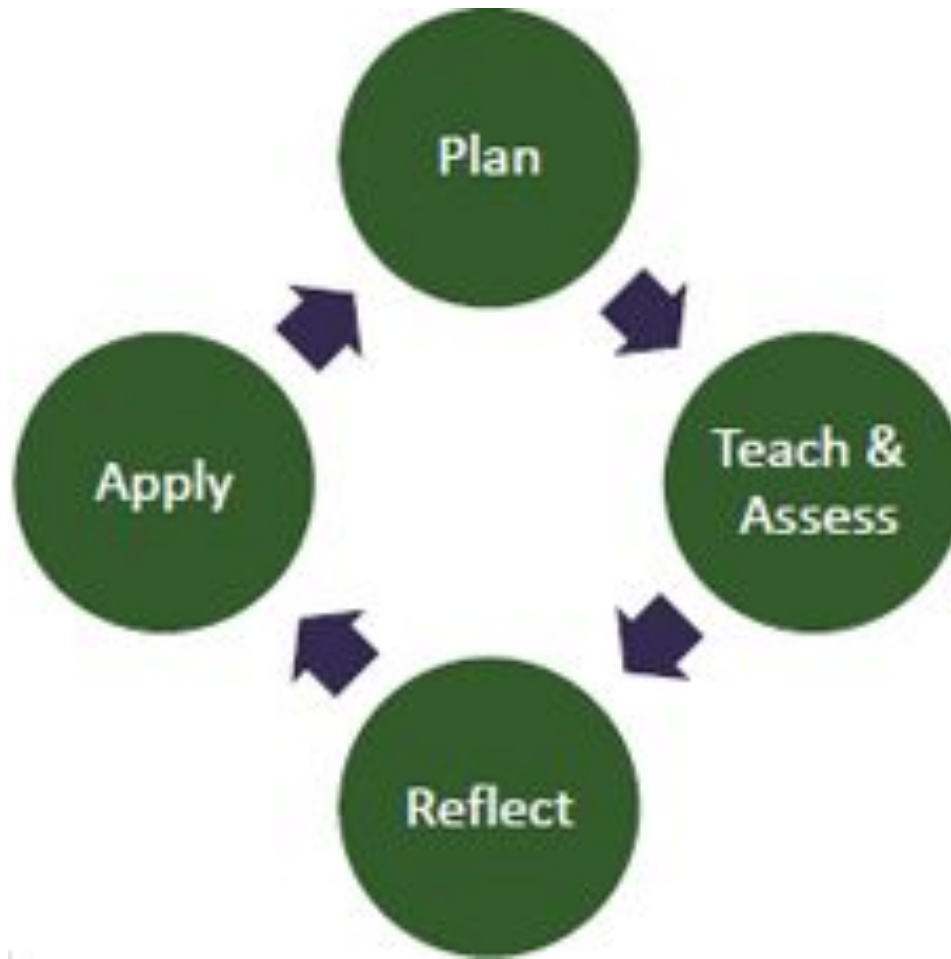
- Created Parent Square **opt-in** grade level groups for our families to connect with each other.
- Started a parent leadership and support group meeting weekly on Thursdays from 12:00 p.m. to 1:00 p.m. (time set by the community to best support those participating).

Feedback/Concerns: October 20-21st Town Halls

During the Remote Town Halls on October 20th-21st we learned of some other issues that we will make plans to address in addition to those themes from the previous slides:

- Edmentum user interface adds to anxiety and the need for more emotional support
- More clarity needed about how to get support for Mental Health, especially in Middle School
- Content support access is not timely, consistent, or clear to all
- The amount of time students take in Tutorials
- Students need more access to one another for socializing and making friends
- Technical issues are getting in the way of learning

Listening to Feedback Cycle



Feedback Cycle

- We will continue to hold meetings like this throughout the year to continue to engage and listen.
- The remote principal will also continue to hold Monthly Parent Coffees to continue to receive feedback in a more informational setting.

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Questions?