

**Oxnard School District
Educational Services
Distance Learning Resource for Parents/Guardians**

The information in this document is intended to provide parents/guardians answers to many of the question you may have around Distance Learning. The information in this document was taken from guidance provided by the California Department of Education on best practices for Distance Learning.

What are some examples of Distance Learning standards based instruction?

Distance Learning can be synchronous (e.g., live virtual meeting with students) or asynchronous (e.g., independent engagement in academic content), or flexibly timed, and it may or may not involve technology.

How will teachers plan and deliver Distance Learning to my child?

Distance Learning opportunities for your child should be appropriate, meaningful, and relevant. Instruction will look different by grade level, but should include a variety of learning opportunities. Though in many cases it will be paper-based, it should include more than just completing worksheets. Your student should be interacting with his/her teacher regularly and student assignments should reflect grade level standards.

What are the recommended Distance Learning guidelines for student engagement?

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
TK/K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

While students are in school for many hours per day, those hours also include recess and breaks as well as independent practice in the classroom. Equivalent screen time would not be developmentally appropriate. If you find your child needs to be challenged more academically, please contact your child's teacher for further support.

English Language Learners:

While English Language Learners may benefit from accessing learning through alternative learning platforms, it is important to consider the unique learning needs and supports that are necessary for language development. Lessons should include a language focus and appropriately established scaffolds based on the students' English language proficiency in all four language domains (Speaking, Listening, Reading and Writing).

Dual Language Students:

Dual Language students should be provided with opportunities to utilize their home language whenever possible. They should have daily opportunities to engage in activities in both English and/or Spanish within the four language arts domains of reading, writing, speaking, and listening. Dual Language students should also be given opportunities to practice their bilingual or multilingual abilities when possible. Rich, authentic oral interactions will deepen students' learning, whether in English or in Spanish.

Students with Disabilities:

While Distance Learning can provide educational benefits to many students with disabilities, it is important to consider each student's unique learning needs, accommodations and supports noted within his/her Individualized Education Plan (IEP). Should you have questions related to the Special Education supports and/or services your child is receiving during Distance Learning, please contact your child's case manager.

How will students be graded?

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain continuity of learning. Keeping in mind the variability of students' access and support during learning opportunities in a Distance Learning setting, we recognize the importance of providing meaningful feedback to both students and their families.

In this Distance Learning context, grading can be defined as:

- Meaningful feedback
- Formative (checking for understanding) and summative (evaluating content learned) assessments of learning
- Self-Assessment
- Criteria for work and expectations (exemplars and rubrics)
- Part of the learning process
- Reflective, supportive and purposeful
- Focused on student growth
- Individual and differentiated

Grades TK-5th

Following the CA state guidelines, the Oxnard School District will be implementing a “Hold Harmless” approach to grading. This means that student scores attained during Distance Learning can only be used to improve or maintain grades a student achieved on his/her 2nd Trimester Report Card. The 3rd Trimester or Distance Learning Report Card will be the same one used during the traditional school year. Any standards not assessed during this time as a result of Distance Learning will be marked as N/A. Teachers will monitor student work completion and participation by actively communicating/connecting with families when devices and technology are not available.

Grades 6th-8th

For grades 6-8, teachers will use a Credit/No Credit grading system. A student completing 60% or more of their Distance Learning assignments will receive a Credit mark. Students who complete less than 60% of their Distance Learning assignments will receive a “No Credit” mark.

Students with Disabilities (all grades)

Students with Individualized Educational Plans (IEPs) who are part of the Resource Specialist Program (RSP) will receive, in addition to the 3rd Trimester Report Card, a progress report based on their progress towards meeting their IEP goals. Students in Special Day Classes (SDC) will receive their regular report card. Progress on goals will be based on their participation in Distance Learning.

What is the expectation for my child’s participation?

During Distance Learning, TK – 8th Grade Teachers will be keeping track of student participation. Participation will be documented weekly and will include both teacher-student contact as well as student work completion.

How will I know if my child is completing their work?

Teachers are responsible for reaching out to parents when a student is no longer participating or engaging in Distance Learning. If you would like to find out from your child’s teacher the extent to which your child is participating in Distance Learning, please email your child’s teacher or call the school office. The teacher/school will respond within 48 hours. To assist with communication, please notify the school if you have changed your contact information and make sure your voicemail is not full or that you have not inadvertently blocked your school’s phone number.

Will my child take tests during distance learning?

Quizzes and test are not required during distance learning. If a teacher chooses to give a test or a quiz, the information gathered will be used to inform instruction.

Does my child need to complete assignments during distance learning?

Children between the ages of 6-18 are subject to California Education Code 48200, which states that they are subject to compulsory education. Therefore, students must participate in teaching and learning while school is in session. If your child cannot participate for any reason, please contact your child's teacher or school for support.

Where can I find assignments for my child's class?

Assignments for your child's class will be provided by the teacher. If you are unable to get the assignments, please email your child's teacher or contact your school for support.

My student is struggling with Distance Learning. How do I get help?

If your student is struggling with Distance Learning, reach out to your child's teacher(s) or your School Principal. Together you can discuss a solution and create a plan to support your student. The School Counselor and Outreach Specialist are also available to support you and your student.

Resources referenced in the development of this framework:

California Department of Education (2020)

Remote Learning Recommendations during Covid-19 Emergency: Illinois State Board of Ed. (2020)

Riverside County Office of Education Remote Learning Guidelines (2020)